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The Physical Educator
of
PHI EPSILON KAPPA

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In the Editor's Corner

Our guest editorial this issue is by Dr. Jay B. Nash, emeritus dean and director of health and physical education, New York University, and more recently Dean of the College of Recreation, Physical and Health Education and Athletics, Brigham Young University, Provo, Utah.

How to Keep Fit After Forty

SLOW UP, TAKE IT EASY, don't overwork, is bad advice for men over forty, or any age. Keep going, keep interested, keep working.

The deadly poison that hides in the dream cloud of idleness is the age-old principle of the law of disuse—that which is not used atrophies. For the older person, activities will be of the less strenuous type. Singles in tennis and badminton, handball and mountain climbing should be eliminated, but golf, walking, gardening, and doubles in sports can be carried on in the sixties and seventies.

Three recent research projects done independently show that older patients "bounce back" after operations almost as rapidly as young ones. The heart muscle is no exception to the law of disuse, called the abuse of rest. Adapted exercises, under a physician's advice, are suggested and even prescribed in several forms of heart diseases. More harm is done by drugs, alcohol, and shock than by overuse. Certainly the leisure-time activities should be fun. A slow rhythmic pace assures happiness along the way.

Tired businessmen like to hear about "exercise, the secret killer," "you do not have to exercise," "why you should not exercise." The implication offers an excuse for a second martini. They have heard that a tortoise which does not exercise lives longer than man. This is not wholly true and who wants to be a tortoise? Turtles cannot play golf, thumb a guitar, play in an orchestra, land a five-pound bass or weave a rug.

Too little in many aspects of life is just as bad, or worse, than too much. Rest can be abused and is abused more often than exercise. No one in his right mind advocates mountain climbing, handball, or calisthenics before breakfast for men over forty. Extreme illustrations are the tools used by extremists.

Few men overwork; I have never known any. Many men overeat, overdrink, overworry and overfret. Intelligent individuals must be depended upon to make right choices in exercise and in a hundred other phases of life.

Activity is normal. Prolonged rest has the effect of a disease. Stay in bed three weeks and you are very weak. It will take a person six weeks to get back to normal after prolonged rest. Cardiac cases and those who have had rheumatic fever are given exercise as soon as the active infection is gone. Victims of cerebral palsy and poliomyelitis use exercise to strengthen residues of muscles. The axiom stating "That which is used develops, while that which is not used atrophies" still remains as sound physiology and sound philosophy.

The law of use is the law of life. Life has a quick way of disposing of those who do not keep their hats in the ring and this applies equally to muscle or brain. Do nothing and die young is a truism.

Do not let extremists or headline writers "get" you. Do not succumb to the lure of the easy life. Die with your boots on with a hundred interesting, unfinished activities for which there was just not time to complete. On such a prescription one may live long and happily, often on borrowed time.

—Jay B. Nash.

Why Not Some Physical Fitness?*

C. H. McCloy

ONE OF THE INTERESTING things about physical education is that there is always someone coming out with something new. This would be intellectually stimulating were the innovators not always so sure that the old was outdated and deserved no more attention. Many of our physical educators apparently have room for only one idea at a time. All former ideas displaced by any new idea should, apparently, be jettisoned and forgotten.

To name but a few of these new ideas, when we became interested in the "educational" side of physical education, about ten years after the time of William James, G. Stanley Hall, and John M. Tyler, the emphasis on organic development and physical fitness became more and more secondary. Then came the project method, then Progressive Education, Gestalt psychology, and group work—and discussion tended more and more to displace exercise.

At this writing, democracy seems to be getting the play—as though only physical educators were interested in this subject—and that if *we* took time from selling democracy to see that some physical fitness was emphasized, we would be betraying our country and its ideals.

As a person who has been teaching physical education for over fifty years, all of this astonishes me. I have always felt that a well-equipped physical educator would have room in his mind for a reasonably large number of objectives, of ideas, and of questions—and that the addition of a new idea should simply mean some careful rearrangements—but that the *good* old ideas, even though they dated back 4,000 years to the Egyptians and the Chinese (not to mention those put out by the Greek upstarts of a couple of thousand years ago) should still be welcomed, constantly experimented with and improved—and put to use. All of this leads up to the idea that the improvement of the physical functions of man is still a major function of the physical educator.

There are those who contend that we should even stop using the term "physical" because we work with the entire organism. We do; but I shall continue to use the term "physical" to denote the major emphasis and so I may be better understood. True, Einstein, doing research with a pencil and a stack of paper—and his brain—used his muscles in order to write, but I would hold that he used one part muscle to one thousand parts brain. I doubt if we could demonstrate that his research activity was physical education. A man (or woman) engaged in weight training, on the contrary, probably uses one part brain to one thousand parts muscle—not to mention heart and lungs. I shall therefore continue to use the term *physical* fitness to denote this major *emphasis*.

This would not, in any way, affirm that any given person might not at the same time be giving other emphasis of perhaps nearly equal value. *All* teachers need to be emphasizing the educational, the development of skills, the acquisition of pertinent types of knowledge, the development of character qualities, and an emphasis on the acquiring of democratic ideals and habits of thinking. But I should hold that while these latter are important, *all* teachers should be emphasizing them; while, unless the physical educator emphasizes the development of *physical* fitness, no other educator will, except by accident (such as on a hike with a biology or geology field trip). Hence, the emphasis on *physical* fitness is a must in physical education.

What is physical fitness?[1] In part, we can do nothing about one aspect of physical fitness, for this part is due entirely to heredity. One person inherits a set of shoddy vital organs and dies of old age of one or more of those organs at thirty. Another person inherits a very high quality of vital organs—and lives a vigorous life to the age of 100. This we can do little about except be careful in the choice of our grandparents. We do know, however, that we can improve upon our inheritance to a certain extent or we can let it deteriorate.[2]

Another aspect of physical fitness is the acquisition of good health habits—the avoidance of practices that break down the health, such as the use of drugs like tobacco or alcohol, the practices of overeating and of poor choices of foods, and the accumulation of worries and other harmful practices associated with poor mental hygiene.

A third factor is the avoidance of infections and other drains that impair the health. These latter two aspects of fitness are, on the whole (in addition to the luck of heredity), negative aspects. Physical education programs must, in addition, stress the positive.

Among other results, the positive aspect of phys-

* Presented as part of Phi Epsilon Kappa's contribution at a pre-convention session, March 24, 1956 in Chicago, Illinois.

1. C. H. McCloy, *Philosophical Bases for Physical Education*, New York: Appleton-Century-Crofts, Inc., 1940, Chapter 3.
2. *Ibid.*

ical fitness would result in some of the following benefits:

We have learned that programs of exercise, begun early enough and persisted in, can add to the bank account of vitality. Hatai,[3] in 1915, working with the albino rats, demonstrated that an exercise program begun at the age comparable to the age of seven in the child, and continued to an age that would be comparable to 14 in the child, resulted in increased development of vital organs of from 20 to 30 per cent (weight of vital organ divided by body weight) as compared to those animals that did no such exercise program. For example, the weight of the kidney increased approximately 20 per cent. Those animals who were exercised for three times that length of time did no better. This would indicate that a physical fitness program during the elementary school period should be of the greatest importance—the age period most neglected in exercise programs in our country.

Domagk[4] has recently shown that cancer is partially prevented among those animals that exercise regularly.

Chailley-Bert and others[5] have shown that serum cholesterol—that rather regular companion of coronary occlusions—is less prevalent among those persons who exercise regularly than among the more sedentary.

And finally, I think we should all agree that the person who in his old age stays fit to the extent of retaining an adequate amount of strength and endurance as well as retaining his flexibility (largely a matter of keeping his fasciae stretched)[6] stays much more youthful and has more pleasure in physical pursuits as well as having as much fun as his non-fit friends in other ways. You see, even with physical educators I have to make a case for a major emphasis on physical fitness!

HOW?

To make this as short as possible, I shall put my emphasis on the development and maintenance of an adequate amount of strength, endurance, skills, and flexibility.

The word "adequate" will depend on the individual. There should be a level below which no one should drop. This should be that level at which the person can meet the emergency demands of his life successfully, and where he moves and works freely and without undue strains. The minimum level of strength for a section hand on the railroad would be higher than that for a clerk at the ribbon counter; but even the latter should have enough strength and endurance to blaze through a day's work, or a day on vacation, or a Saturday and Sunday working in the garden without undue fatigue and distress, and be able to play some athletic sport with pleasure and without undue fatigue.

On the other hand, it may well be that *too much* strength *may* be a parasite. Can it be that Mr. America, whose only use for his huge, hypertrophied muscles is to lift more weights, may be harboring an amount of overweight for which his vital organs were not designed by nature? We have no evidence of this at present, and not enough individuals develop such huge amounts of muscles to become a statistically significant source of worry, but such *might* be kept in mind as a possibility. Why seek to surpass the mountain tops, when the treetops will do as well?

1. *Strength.* An educated guess would be that the level of strength desirable would range from a Strength Quotient (Physical Fitness Index) of about 115 for the less active groups to one of perhaps 160 to 170 for the furniture movers, the wrestlers, and the professional football players.

2. *Endurance.* Again it should be adequate for the work of the individual and for emergencies, and should consist of four types at least:

a. Endurance because of strength. A person who can, for example, raise a 40-pound dumb-bell to the side horizontal could easily raise a 10-pound bell forty times; while a person who can only raise a 15-pound bell once, could probably not raise a 10-pound bell more than six or eight times.

b. Endurance because of capillarization of muscles. It has been well known for years (based on the researches of Krough)[7] that practice demanding endurance—and endurance overload, as it were—develops many more functioning capillaries. Some of these are completely new, others are simply ordinary non-functioning capillaries, brought to function. This is illustrated by the difference in the capillarization of the muscles of a chicken's breast ("white meat") and those of the breast of a wild duck ("dark meat"). The capilliarized muscles get several hundred per cent more blood and have much more endurance with the same amount of strength.

c. Circulo-respiratory endurance. This is the sort of thing normally spoken of as "wind". This is a combination, in all probability, of first, adequate strength of the muscles concerned, such as the leg muscles in running; next, adequate capillariza-

3. S. Hatai, "On the Influence of Exercise on the Growth of the Organs of the Albino Rat". *Anatomical Record* (9:647, 1915).

4. G. Domagk, "Welche Erkentnisse über den Krebs vermittelt uns die experimentelle Krebsforschung", *Münchner medicinische Wochenschrift* (12:19, 1952).

5. Chailley-Bert, Pierre Labignette, and Mme. Fabre-Chevalier, "Contributions a l'étude des Variations du Cholestérol sanguin au cours des activités physiques", *Le Presse Médicale* (63:21, March 19, 1955).

6. H. E. Billig and E. Loewendahl, *Mobilization of the Human Body*, Stanford University Press, 1949.

7. A. Krogh, *The Anatomy and Physiology of the Capillaries.* Yale University Press, 1922.

tion of those same muscles; next, adequate strength of the heart muscles, due to the hypertrophy accompanying strenuous training; and finally, *in all probability,* there is added capillarization of the heart muscle. This latter point is one concerning which there is some dispute in the literature. Wearn,[8] working with the hearts of rabbits who had been exercised, found no additional capillarization of those hearts. Petrén,[9] working with guinea pigs, found an additional capillarization of approximately 50 per cent. It is as yet uncertain which of these conditions holds for the human heart. If the human heart does increase its capillarization, this would then be a partial insurance, in later years, against fatal coronary occlusions.

d. Autonomic adaptability to demands of fatigue. This is the ability of the autonomic nervous system to cause the blood in the splancnic area to be expelled into the peripherеral circulation when greater demand is made for more blood for the muscles in conditions of excessive fatigue. We need all four types of endurance.

3. As indicated above, we need a considerable degree of flexibility; that is, that stretching of the fasciae around and between the muscles to the point where the individual moves freely and easily over longer ranges of movement. This seems to result not only in greater freedom of movement but also in somewhat of a diminished amount of nervous tension.

4. A greater emphasis on skills. This is a large field and one is tempted to range around in it. Suffice it to say here that one should have developed the *basic* skills that would enable him to learn the most economical ways of movement easily, regardless of the area of application. If these basic psychomotor skills are learned well, the person readily adapts to *any* new skill-demand. This raises the level of his *effective* strength and *effective* endurance.

It would be no news to this group that such physical fitness must be achieved by training. This I shall take for granted. I do, however, wish to state that I think we are, on the whole, doing a *very* poor job of it. Not only is our training dosage, in general, too small, so that as a nation we measure up badly (see Kraus-Weber test results, limited as they are to minimum standards), but we are overlooking almost entirely any effective carry-over education. We are not giving our youth, when they leave school, any real take-home pay of *knowledge* of how to get and to keep fit.

This country is among the world's most poverty-stricken in carry-over facilities for sports and gymnastics. Sweden, with a population of roughly that of greater New York City (6,700,000) has over 20,000 sports clubs and over 2,000 gymnastics clubs for their population. Approximately 40 per cent of Sweden's adults continue to participate in sports or gymnastics after school years. In England, the Central Council of Physical Recreation is rapidly making the adults of that country sports-conscious and, particularly in the smaller communities, they are developing along these lines with great rapidity.

In this country, on the other hand, we apparently are almost completely apathetic to sports needs. Chicago, for example, with its great playground system, has one tennis court for each 6,700 of its population! What can we give our post-school-years young adults—and older people as well—to do?

One important tenet of mental hygiene is to face reality. For at least the next forty years, if we do that, we shall have to admit that for the vast majority of our population, *if* they would seek adequate physical fitness—and seek to maintain it—they will be restricted largely to plain home exercises! That is "not according to the genus of the American people"—but neither is keeping fit! But if America is to learn how to keep fit, *we* must teach them how to do it, in part at least, at home—and we must teach this at school.

This means, I believe, two things. One is that we teach them the best way of exercising effectively at home.[10] The other is to decentralize sports to each neighborhood. *In addition to* what we can do in our all-too-inadequate playgrounds and gymnasiums, we should attempt to *teach in our schools* the sports that *can* be done in the back yards. A list of these will be found in the reference cited in footnote 10. Just as a suggestion, however, we might think of the following: archery, badminton, featherball[11] (like badminton, but played with a large bird, the man playing with handball gloves and the woman with a steel badminton racket or, if good enough, with a tennis paddle), volleyball (two on a side), Newcombe, golf driving with plastic balls, horseshoes, basket shooting, either with a basket against the garage or with a goal-high basket, tossing the medicine ball, or playing catch with a 16-inch softball.

If America's advertising genius were to be put to work at this, there is no reason why we should remain for long so many hundred per cent behind

8. J. T. Wearn, "Tre Capillary Supply in Normal and Hypertrophied Hearts of Rabbits". *Journal of Experimental Medicine* (65:29 January, 1937).

9. T. Petrén, "Die total Anzahl der Blutkapillaren im Herzen und Skelettmuskulatur bie Ruhe und nach langer Muskelübung". *Anatomischer Anzeiger.* 81, Ergänzungsheft 1936, p. 165.

10. C. H. McCloy, "Physical Education Take-Home Pay", *Journal of Physical Education* (Y.M.C.A.) January-February, 1955 and March-April, 1955.

11. C. H. McCloy, "Featherball, Parlor Badminton." *Journal of Health, Physical Education and Recreation* 20:7, 470, September, 1949.

England and the Scandanavian countries in carry-over sports, gymnastics, and physical recreation. While each is important in its place in education, democracy, group work and Progressive Education develop no strength, no endurance or skills, and result in no increases of physical fitness *unless* tied to an intelligently conceived and deliberately carried out program of physical exercise, based on an adequate overload and continued over into the fading years of old age.

Editor's note: Following this presentation, a panel discussed certain aspects of the talk as applied to different age and sex groups as well as grade levels. A summary of this phase of the program was compiled by Robert F. Adams of the Dade County School System of Miami, Florida.

A Discussion

Ada Kennard of the Public Schools of Detroit presented the point of view of the Elementary Physical Educator. Physical fitness is especially important in the elementary school program because:

1. The elementary school program encompasses the formative years and physical fitness is most important in these formative years.
2. Middle childhood is pre-eminently the time of greatest interest in both sexes for acquiring motor skills.
3. Growth will take place regardless of teaching, however, keeping in mind the saying "as the twig is bent, so grows the tree", good directions in health habits and physical fitness are most important at this level.
4. A good elementary program is the foundation of all other subsequent programs.
5. The good elementary school program should stress *all basic skills* rather than specialize!

Howard Thompson, Director of Health, Physical Education and Safety, Public Schools, Jackson, Michigan, presented the point of view of the Secondary School Physical Educator. Physical fitness is necessary in our secondary program because:

1. The development of the machine age or automation will continue to have its effect upon our high school youth in terms of decreased physical activity. We have a youth growing up on wheels!
2. The importance of driver education seems to be overshadowing the development of a good health and physical education program.
3. There is a de-emphasis of the fitness program which grew out of World War II.
4. The secondary school is quite often the terminal education for many students who drop out and we must reach them here to insure their well-being in adult life.

Dr. Eleanor Metheny of the University of Southern California presented the problems of physical fitness for College and Adult Women. Physical fitness programs are important for College and Adult Women because:

1. There is no follow-up, no next chance to reach them if they are missed at these levels.
2. There is a need for more teaching in the terms of understanding the human body.
3. Particularly at this level, we must relate exercise to needs.
4. Physical fitness program must have carry-over value
   a. Simple and easy to do
   b. Little or no equipment
   c. Age range of 18 to 80 years

Dr. Paul Hunsicker of the University of Michigan presented the problems of physical fitness for College and Adult Men. There is a need for stronger emphasis of physical fitness on the college and adult level because:

1. College programs are weak in physical fitness.
2. Physical fitness has a very transitory nature and needs to be pursued throughout life.
3. Age is no barrier to achieving physical fitness.
4. Physical activity *is* necessary to achieving physical fitness.
5. Taking on weight is a slow process but can be pleasurable, taking off weight is a slow process and can be painful.

The symposium was followed by a question and answer period with several pertinent questions being directed to members of the panel.

Summary:

The following points seem to be most evident and outstanding in this presentation on physical fitness:

1. There can be more than one good idea in Physical Education prevalent at any one time.
2. The good physical educator should have room for a large number of objectives and ideas. True, he may wish to rearrange them, but good ideas should always be retained.
3. All teachers should emphasize many types of skills and knowledges but only the physical director emphasizes the development of physical fitness. The physical educator therefor must do a *good* job in the area of physical fitness.
4. The physical educator must stress negative and positive approaches to fitness. Negative approach concerning the avoidance of certain drains and the positive being the emphasis of the advantages of good physical fitness.
5. A person's level of physical fitness should be adequate to meet the emergency demands of life and the everyday work without undue strain.
6. Physical fitness is an individual thing.
7. Physical education needs to provide more take-home pay of knowledges of how to get and how to keep physically fit.

Conclusion:

If America is to learn how to keep fit, we must teach them how to do it, in part at least, at home and we must teach this at school, always remembering that the amount and type of physical fitness required is an individual thing but the knowledges and understandings of how to become fit and stay fit are the real take-home pay of physical education.

TODAY'S CHUCKLE

If you see good in everybody, you may be an optimist. Then again you may be nuts.

The Physical-Education Program for Severely Handicapped*

Frank D. Sills
Orrin H. Marx

THE UNIVERSITY HOSPITAL SCHOOL is designed to meet the needs of children who are physically handicapped and unable to attend public school. A number of pre-school children are also admitted.

The objectives of the Hospital School are (1) the treatment, education, and care of physically handicapped children who are educable, (2) the training of personnel to work with handicapped children, (3) clinical research pertaining to the cause, prevention and management of handicapping conditions, and (4) the complete evaluation of the handicapped child.

The Hospital School was begun in 1948 and occupied a portion of one floor of a nurses' residential building. In 1954 the school was moved into a modern dormitory-type building that has accommodations for sixty children. The Hospital-School Program, which is in operation eleven months of the year, is a residential-type program that provides twenty-four hour a day care for the children in the facility.

The daily program is carried on between the hours of 8 a.m. and 4:30 p.m., and provides both individual and group work in physical therapy, occupational therapy, speech therapy, and music therapy. The scholastic training of the children is taken care of by a formal educational program that extends from the pre-school through the eighth grade. Each child is given a psychological examination periodically, and is evaluated by the entire staff at regular intervals. Each day an hour of recreation is provided for the children under the guidance of graduate assistants, members of the nursing staff and non-technical assistants.

The children enrolled have the following types of defects: Cerebral palsy, spinal bifida, hydrocephalus, muscular dystrophy, arthrogryposis multiplex congenita, rheumatoid arthritis, osteogenesis imperfecta, poliomyelitis, amyotonia congenita, post encephalitis, or other severe physical handicaps.

The Physical-Education Program

In 1949 Professor Sills, of the Division of Physical Education at the University of Iowa, set up a teacher-training program for physical-education students in the Hospital School. With the approval of the Medical Director Dr. R. R. Rembolt, Miss Charlotte Vassey, Supervisor of Physical Therapy, directed the work of the physical-education students.

For the next four years, as a part of the course requirement in Adaptive Physical Education, students were given training in the supervision of exercise programs for physically handicapped children. In October 1953 a physical-education teacher, Orrin H. Marx, was added to the instructional staff at the Hospital School. The combination of a full-time teacher, additional space and new facilities made it possible to expand the program in physical education.

Passing and Catching a Volleyball

On the basis of information gathered from all available sources, a program was developed and is now functioning successfully. It includes posture and developmental exercises; activities to improve balance; training in the basic skills of running, jumping, throwing, kicking, catching and climbing; stunts and self-testing activities; relay races; games of low organization; combative activities; mimetics; and opportunity for the sociological development of the child. In cooperation with physical therapy, the children are given training in functional activities such as rolling, crawling, standing, walking, and step climbing. An extensive program of rhythms is offered by the music-therapy instructor, and therefore, has not been included in the physical-education program.

In teaching activities, the level of instruction is geared to the ability of the child. Since the children have had little or no opportunity to develop motor skills, care is taken to provide activities that will

* State University of Iowa.

enable the child to improve and, thereby, experience satisfaction. It is important too, that the teacher does not become discouraged, which frequently occurs if the importance of minor gains (in relation to the normal child) are not recognized as major accomplishments in the handicapped child.

The physical-education class is forty-five minutes in duration. Upon entering the physical-education room the children perform prescribed corrective exercises for fifteen to twenty minutes. The remainder of the period is devoted to the practice of motor skills. Opportunity is provided for participation in both individual and group activities.

Evaluation

To measure the children's progress a chart* has been developed to assist in evaluating (1) strength, (2) simple anatomical movements, (3) basic activities, and (4) elementary skills. A rating scale is used with the chart which makes it possible to maintain an accurate and comprehensive record without an extensive amount of case-history writing. Parts of the chart, which includes more than one hundred items, pertaining to basic activities and elementary skills are shown here:

Basic Activities

Rating: 1 2 3 4 5

1. Supine position, lift head in an attempt to sit up
2. Roll left and right
3. Sit-up
4. Hand-knee stand
5. Knee stand
6. Climb stairs

* Write Orrin H. Marx, State University of Iowa for a copy.

Climbing Stairs

Kicking a Soccer Ball

Elementary Skills

Rating: 1 2 3 4 5

Catching

1. Softball
2. Football
3. Volleyball
4. Bean bag
5. Bounced ball

Balance

1. Balance bend
2. Balance touch
3. Walk balance beam forward
4. Balance bean bag on top of head and walk
5. Stand on left foot—eyes closed

The rating scale consists of five numerical grades, entered across the top of the chart, that indicate fail, poor, fair, good, and excellent. Each one of these ratings is defined to facilitate the use of the scale. The date that a child successfully performs a movement, activity, or skill is entered in the proper column.

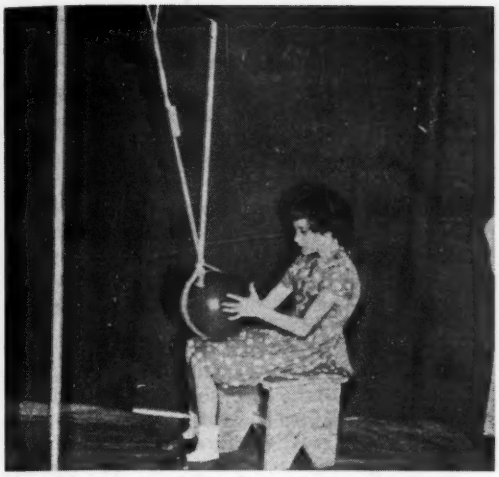
Facilities

The gymnasium is equipped with a stationary bicycle, a six- and eight-inch step unit, a jungle gym, stall bars, tumbling mats, a special exercise table, a wrist-roll machine, pulley weights, and a supination-pronation machine. Equipment for testing strength, range of motion, and for photographing the child's activities is also available. In addition to the standard items of equipment many special devices have been developed by the instructional staff to provide for the needs of the children.

Approximately one half of the room is utilized for play. The equipment used in this area has been carefully selected and is used for correction as well as adaptation.

Teaching and Research

A full time teacher and two half-time graduate assistants comprise the teaching staff for p' ysical



Throwing and Catching a Suspended Ball

education. Students majoring in physical education at the University of Iowa also work with the children to fulfill the requirement for laboratory training in the Adaptive Physical-Education course.

A number of research problems have been completed, and current research includes an analysis of the gaits of cerebral palsied children, the development of a curriculum in physical education, and an illustrative booklet showing the types of activities that may be used in a physical-education program for the handicapped child.

A woman stepped off the penny scales and turned to her husband.

"Well," he said, "what's the verdict? A little overweight?"

"Oh, no," replied the woman, "but, according to that height table, printed on the front, I should be about six inches taller."

—The Rex Topics

Let's Look at Little League

Keith Pitchford

THROUGHOUT THE CITIES and towns of our nation, nearly every boy "knee high to a duck" and less than thirteen years of age is playing or wants to play on a Little League baseball team. In view of the present controversy between two groups seeking control on a national level, perhaps the following discussion may be interesting and valuable.

In the words of its organizers,

> "Little League is a non-profit organization; it is designed to promote good health, good sportsmanship, and good citizenship in the youths of America . . .
>
> "Little League is Big League baseball adapted to the mental and physical capacities of the boys of America."

In short, Little League is baseball for boys under thirteen years of age. The base lines of the diamond, under Little League rules, are sixty feet. The pitching distance is forty-four feet, and games are six innings. Bats are short and light, catcher's equipment fits small boys, and each batter wears a safety helmet. There is little base stealing as a general rule, since the runner must wait until the ball reaches the batter before he may leave his base.

Little League, organized and founded by Carl E. Stotz about a dozen years ago, has swept across the nation from its place of origin, Williamsport, Pennsylvania, until at present there are literally hundreds of teams in many different sections of the country, with new applications for charters pouring in each year.

The Organization

On the local level, Little League is sponsored by organizations such as civic clubs, churches, and veterans' organizations. There is a head of the local league, who may be called a president. Each league has four or more teams, and each team has an adult manager. Players are bought (with points), sold, and traded as though they are in professional baseball. Each sponsoring organization provides its team with uniforms, catcher's equipment, safety batting helmets, balls, bats, and insurance.

Each team plays a schedule of eighteen games or more. At the end of this schedule an all-star team may be chosen to represent that particular league in tournament play, against other all-star teams from other leagues. The winner of this tournament may go to other tournaments, and finally a state champion is chosen. Regional championships are decided in like manner, and the climax is a Little League World Series in Williamsport, Pennsylvania. This takes place during August. Players are engaged in competition all summer. The schedule is strenuous, and there is intense competition.

A Critical Look

At first glance the picture looks like a masterpiece. But is it all that it seems? In buying and selling of players, quite often neighborhood lines are cut squarely across. This practice definitely is contrary to better principles of organization for community recreation. The best friend next door,

or the pal in the same Scout troop, may be on opposing teams. These boys naturally would like to play together, but often their adult managers separate them in order to develop better teams, not to make the boys happy. Are managers and parent organizations not exploiting the young boys for their own selfish reasons?

Leadership

Then, too, who are these managers? They probably are members of the sponsoring organization, with an interest in baseball. They may or may not be of good character. They may or may not understand child psychology, teaching methods, fundamentals of baseball, principles of organization, human physiology and anatomy, philosophy of recreation, and public relations. Certainly those factors may have an effect on the Little League player. The Little Leaguer acquires habits, good or bad, according to the type of manager he has.

Season

Let's look at the season of play. It may take all summer, causing young boys to exert themselves too much at a time when rest is more often needed. At best the schedule is long; there are more games than many high schools play. There may be tournaments, which are tiring and expensive. Quite often, it seems, these young boys are over-regimented. There is not enough free play; every day is planned and organized for them. Everything is adult planning, not the planning of the participants. Are these tournaments not the result of the desire of adults to put their town on the map? Surely the welfare of the boy is seldom considered when schedules are planned.

Values

What about the actual game itself? Is character being taught? Is good citizenship a direct outcome? All of these statements about sportsmanship, cooperation, respect for right and authority, and character, sound good. However, in actual practice the game becomes so highly competitive, the desire to win so great, that the above objectives are quite often forgotten.

The Boy

Finally, let us look at the Little Leaguer himself. Who is he? He is any boy under thirteen years of age who happens to be of exactly the right age for a given season. That sounds complicated, and in a way it is. The game is not open for just any boy under thirteen. On a team of fifteen boys, five must be twelve or under, five eleven or under, and five ten years of age or under.

Why have these age qualifications? The organizers probably had in mind that the big boys would do all of the playing if this arrangement were not included. Actually, the larger, older, more mature boys do most of the playing anyway, that is, those in the eleven and twelve year group. How were these ages determined as correct? Write to the head organization for that one.

However, whoever decided upon these age groups certainly knew little about the maturity of a boy ten years of age and younger. He knew little of his muscle and emotional development, his interests and habits. Few boys ten years of age can react quickly enough to a fast thrown or batted baseball to make the game even safe for them. They seldom develop enough skill at that age to become interested in the game to the degree that they are willing to practice and meet a rigid playing schedule.

Effects of Play

What effect does participation in Little League baseball have on the older boys? Ill effects are fewer and less acute, it seems, among most boys ages eleven and twelve, with one exception. Since these boys are the ones doing the most playing, they also have more opportunity to suffer the greatest emotional strain in a close game.

Especially is the strain felt by pitchers, for boys of that age are often tactless in the things they say about each other. A pitcher can make one bad pitch at a crucial moment, and his whole team may denounce him. Near the end of a hard schedule many boys become nervous and irritable; at times they become ill and may require the services of a physician. These effects point toward an activity that is not suited to the mental and emotional capacities of boys participating in them.

Suggestions

Briefly, boys should be given a choice of teams on which they want to play. In organizing, neighborhood lines should not be crossed in choosing teams. The schedule is too long, and competition should be confined to local games only. Tournaments are too strenuous and expensive. Managers too often are chosen because of their interest in baseball, not because of their abilities to exert a wholesome influence on boys in their actions and attitudes, or their knowledge of growth and development needs.

Games are so highly competitive that the purposes of recreation are overlooked or ignored. Teams are composed, in part, of boys too immature physically to perform the skills required of them. Because of these boys' slow reaction time, the game is actually dangerous. Players suffer severe emotional strain and at times become emotionally upset and ill.

It seems that all of us in recreation and allied fields should look at Little League and other small-boy types of highly competitive athletics with a critical eye and try to determine whether the outcomes are wholesome. Anyway, let's look at Little League. We might see more at a second glance.

Senior Citizens Recreation Programs

Harry Grabner

THE BOARD OF PARK COMMISSIONERS of Fort Wayne, Indiana, established its first Oldster program in 1947, the second one in 1948 and the third in 1955.

In 1947 staff members of the department realized the need for such a Center and upon investigation found an old house owned by the School City on the property of the Bloomingdale School. Further meetings culminated in a start toward the establishment of this Center and the work of cleaning, painting was started. Interesting enough, all the work was not done by the department but many men and women in the neighborhood assisted with this initial clean up work. The School City has been most cooperative in allowing the department a free hand to proceed as it sees fit.

This Center is open daily from 1-10:30 P.M. and is used during the day by the older folks in the community. Organized activities are held in the evenings.

In 1948 further study was made, and since at the department's Jefferson Center there was an available room, plans were started toward the establishment of an Adult Social Club. This room which is in the basement of the building, and easily accessible from the street serves adequately this program. The room is used exclusively by the senior citizens and very seldom are other groups permitted the use of this facility. This is a weekly Friday night program.

In 1955 the Senior Citizens Club was started at the McCulloch Recreation Center which is a building owned and operated by the City Park Board. Formation of the Club came about in October of that year through interest shown in the community. Since there is no special room for this group, they use one of the available meeting rooms on a scheduled monthly basis.

The programs at the three Centers are fundamentally the same, in that most of the planning is done by the group and each in turn has set up its own Constitution and By-Laws, and have elected officers and committees.

We have found that for groups of this kind it is best if the facility is such that there are very few steps to climb, that the lighting is most adequate and that heating is comfortable. We have further found that they prefer exclusive use of their area, including chairs, tables, kitchen utensils, dishes and anything else they use.

The clubs are very much interested in social activities, including round and square dancing, playing cards, and parties of all kinds. Although most of their activities are held at their own facility, parties, picnics, and outings have been held at other locations. The groups have participated in civic projects around the city and with the new impetus given the Senior Citizens program in Fort Wayne by other groups, are finding that they can be of service in helping and serving on these committees.

We, to this time, have confined our program to one of recreation, since we feel that this is the area in which we can best serve.

There is a fourth activity and that is the Widow and Widowers Club. This is a weekly program held at the Jefferson Recreation Center and consists of round and square dancing, card playing and other social activities. Here again, the group has set up its own Constitution and By-Laws and have their own officers and committees. The club is organized and operated for single people only, at least forty years of age.

THE COACH

Stratton F. Caldwell

Daily the coach, lessons planned
Drills, repeats, no thought of fail
Master strategist, shrewd technician
Offense, defense, flawless detail

Eager minds attuned to learn
Strive, strain for every word
Day, weeks, quickly pass
For the battle they are gird

The fist, the knee, the intentional kick
Aimed to injure and to maim
The gain, eight yards plus many inches
Remarks the coach: . . . "It's just the game"—

The play is set, signals called
One moves fast, pass catcher
Up in the air, arms outstretched
Clipped from behind . . . Oncoming stretcher

Time is short, last quarter now
Opposing fullback, one foot to make
A whispered word, the knowing look
Contact! Knees! Snapping bones break!

The game was won at any cost
The victors, feeling no reproach
Wend their way into the world
A vicious product of . . . a coach?

Within the confines of the game
Most play clean, give all
It takes but one such man as this
To smear a glorious name . . . Football!

Community Education and Heart Disease—A Vista

W. K. Streit

WE MUST RECOGNIZE at the outset, that the primary responsibility for the health of children rests with the home. An obligation for helping the home maintain and improve child health is shared by many—the school, the health department, the medical, dental and nursing professions, the voluntary health agencies, and others. Schools have a major responsibility for the education of children and youth in health as well as in other areas. Schools also have certain responsibilities for health services depending upon the local administration of this phase of the total health program.

In the main, schools cooperate with the character building, health and social agencies of the community in an effort to enrich the offering to pupils. The right is reserved to review various types of supplementary materials submitted with a view of separating those which are educational, authentic and up-to-date from those which are poorly prepared or strictly promotional in character. The matter of fund raising by health agencies comes up constantly and is answered by quoting a section from our Rules and Regulations as follows:

"No person shall sell or offer for sale within the schools or offices of the board of education or on any school grounds any articles or services to employees or pupils, or to solicit contributions from such persons . . .".

In the case of health campaigns this would constitute double solicitation as the parents are asked to contribute at home. If permitted, it would mean that the schools would be constantly used for innumerable "worthy" causes.

Where health education is taught as a separate subject in the elementary and secondary schools, there are a number of units which give consideration to the heart. For example, we use a modified cycle plan of instruction which gives emphasis in grades 4-7-10 to Understanding the Body, considering as it does, the circulatory system and diseases of the heart. In grades 5-8-10, we discuss the Choice and Use of Health Services and a unit on Community Resources while in grades 6-8-12, Health Problems and Family Living are considered. Teachers for the most part have major or minor preparation in the teaching of health and are kept up to date through teachers meetings, institutes, workshops, revision of curriculum, bulletins, selection of textbooks, visual and auditory aids, and through attendance at lectures, forums, and discussions.

In the fall of 1954, the Heart Association under the leadership of Dr. Bernard Schwartz, Cardiologist, in cooperation with the Board of Health and the Cincinnati Public Schools, set up a series of meetings dealing with congenital and rheumatic heart disease. It was suggested that the adults most interested in the welfare of the children so afflicted be brought together for specific health education, or as Dr. Schwartz characterized it, selective health education. Those invited were the parents of the children whose names were furnished, the principal, the school nurse, the homeroom teacher, the teacher of health and physical education and the counselor.

Six such meetings were held in various parts of the city for the purpose of explaining the services and facilities available to these children and to answer questions raised by members of the group. These community meetings met a real need and will undoubtedly be repeated next fall.

In Cincinnati, about 300 children and young adults who have had Rheumatic Fever are now under care and observation and most of them live in the basin of the city. It would appear that Rheumatic Fever is a disease of the poor and not the rich. Inadequate diet, crowded quarters and poor living conditions are factors. A recent study by Dr. Floyd Allen of the Public Health Federation indicates that 13% of the Cincinnati population uses the clinics and these are clustered in certain areas, the poorer sections of the city.

The downtown clinic called the Max Stern Heart Station is a community and municipally sponsored free clinic established in 1929 for the primary purpose of detecting early cardiac disease in young indigents. The main sources of its referrals are from public and parochial school physicians employed by the Cincinnati Board of Health. Since early recognition and treatment of illness is a cardinal principle of medical practice, it was felt that preventive and anticipatory measures could be instituted against the development of more serious illness in this school age group.

At this heart station, a psychiatric consultant is present for the purpose of conditioning the clinitians to observe early emotional problems in children who come in with cardiac symptoms.

All children found with possible or suggested heart defects are referred to these clinics for more complete examination including x-rays, electrocardiograms, blood examinations, etc. The three new clinics established by the Health Department have made it more convenient for the heart disease patient to receive guidance. Two out of three children who have had Rheumatic Fever come away with no organic heart disease. Therefore, it is just as important to assure them that they have no heart involvement as it is to treat those who have.

Teachers who are alert to the signs and symptoms

of "strep" infections and to the urgency of obtaining prompt medical attention for scarlet fever, middle ear infections, and particularly "strep" sore throat can play an important role in stopping rheumatic fever. Since medical science now has the weapons to forestall both initial rheumatic fever attacks and recurrences through the use of antibiotics, it would seem that the teacher's function at this point is to be a "suspectition" and to refer pupils to the school medical authorities for diagnosis. The teacher should know, through her in-service training that

1. to prevent initial attacks of rheumatic fever, the streptococci must be eliminated from the throat rather than merely suppressed, and
2. to prevent recurrences which increase the threat of heart damage, prophylaxis against "strep" infections should be continued throughout life, and through all seasons of the year.

It is the function of the parent, through the family physician or through the public clinic, to see that the proper care and medication are given to the child.

In 1953, a study was instituted in San Francisco to determine if the teacher-observation method, using the referral system, was effective in disclosing all children with heart disease. On the basis of this survey, only one child with heart disease in 1,146 examined had heart disease unknown to the teacher, nurse or physician.

Through the regular examination of all athletes, both female and male, through the systematic periodic examination of all school children as an important phase of the health service program, and through the referral system by the classroom teacher, most suspicious heart cases should be spotted and given further study. It would seem that the classroom teacher is the key person in this procedure because of her daily contact with the children in her room and that it is our responsibility to see that she is acquainted with the danger signals and symptoms which may accompany the onset of rheumatic fever and be particularly observant of a child who has recovered from a "cold" or "Strep" infection.

The following statements have been gleaned from a recent pronouncement on "How Schools and Voluntary Health Agencies Can Work Together to Improve School Health Programs."

——The school administrator recognizes that voluntary health agencies can make an important contribution to the school program.
——Voluntary health agency personnel recognizes that school authorities must decide on the basis of the total school health program which services will be requested or accepted.
——Voluntary agency personnel who are properly prepared to work with the schools have a broad understanding of the school health program.
——Mutual projects are best when planned and undertaken jointly.
——Teaching Units relative to problems in the school and community which affect the health of children will be most effective if incorporated within the regular health education curriculum.

We concur in the recent recommendation of the AHA Committee on Education and Public Information that

"the American Heart Association prepare a statement of policy regarding cooperation in the total school health program, with specific emphasis on the importance of health education as a preventive procedure in the control of heart disease."

The Heart Association can be most effective in helping promote and carry out sound school health programs by being familiar with educational objectives, the organization and administration of educational institutions, the content of curricula and teaching methods. It must be remembered that the major responsibility of the schools calls for the education of children and youth in health as well as in other fields and that health, in itself, to paraphrase a popular song, is a "many splintered thing."

SOME THOUGHTS

He that boasts of his own knowledge proclaims his ignorance.

Beaten paths are for beaten men.

Never strike while the head is hot.

The things that came to a man who waits are usually not worth waiting for.

Your day goes the way the corners of your mouth turn.

The Meaning of Outdoor Education

M. H. Rogers

THE HISTORY OF EDUCATION is one of constant change. It has been manifest in many ways as education has been adapted to society's values and needs, yet regardless of differences in philosophy, curricular emphasis, or methodology, there has remained constant the basic purpose of preparation for life in an improved society. Inspired by this purpose, educators have been tireless in their attempts to discover the most effective methods of education.

Most recently there has been increasing interest in educational methods based on purposeful pupil activity. Though there have been some regressions and detours, the general trend in method has been in the direction of meaningful activity in realistic situations. The interaction of a variety of rich learning experiences with a stimulating environment is now considered to constitute a good learning situation.

Misunderstanding and Perplexity

Since about 1940, there has been increasingly active interest in the term Outdoor Education. This relative newcomer to the professional education scene has been widely discussed in the bulletins of professional organizations, school systems have experimented with it, state departments of education have been influential in its promotion, and courses in teacher-training institutions have been organized around its theme. The interest of conservation departments, camp and recreation directors as well as school personnel has been attracted to outdoor education.

While this new aspect of education has stirred interest, it has not escaped much confusion of interpretation. Schools, turning to educational experiences in natural, outdoor environments, have labeled their programs variously "School Camping", "Conservation Education", "Camping Education", "Extending Education through Camping" and "Outdoor Education."

A critical analysis of the variety of titles mentioned might cause one to feel that the terms apply to quite different programs. This probability becomes evident with inspection of the courses in college catalogs where the title "Camping and Outdoor Education" is frequently associated with both Recreation and Physical Education curricula, while both Science and Elementary Education departments offer "Conservation Education", and "Outdoor Education" appears under Elementary Education as well as in departments of Camping. From the apparent lack of discrimination with which the terms are used it might be inferred that understanding and progress in outdoor education will be impossible until a definition is made which will forestall misinterpretation.

Cook-out

to live, work, and play in a group situation and to obtain experience and insight into many basic processes of life.

Finally, the analysis of this definition touches upon learning material, the resources of the natural environment. The implication here is that the natural environment and indigenous situations are learned directly, at first-hand, rather than vicariously through textbooks, films and recitations. Extensive land areas are used to implement classroom study. Regular instruction in outdoor and woodland areas and the extension of educational opportunities through the maximum use of the out-of-doors are emphasized. The term "natural environment" in the definition is restrictive.

Not all extra-classroom activities are necessarily outdoor education. School trips, visits to community enterprises, vacation trips to New York and Washington fall into the class of "excursions" which have both social and educational purposes. They differ from outdoor education experiences in the degree of complexity of situation. Outdoor education tends to be centered around more simple and fundamental experiences, in the outdoors, and with materials indigenous to the outdoors.

Outdoor Education Is a Discriminating Term

The definition of outdoor education just given, is restricting in that it specifies the locus of the learning experience and the nature of the learning materials. It is broad in that it does not limit the type or scope of the learning experience which may be provided in the outdoor environment, permitting the inclusion of games, walks, nature-study and science fieldtrips, cook-outs, all-day hikes, overnight hikes, and camping. Any of these activities, properly conducted under school supervision for educational purposes, could be termed outdoor education, but the term outdoor education, being broader and more inclusive, embraces all of these variations.

Of other titles applied to programs of outdoor experience the most common is probably "School Camping." Definitely a phase of outdoor education, school camping is the ultimate development or final goal. Other, simpler phases of outdoor education lead up to it. School camping, not synonymous with outdoor education, is the extension of the school into an outdoor laboratory for living.

The term "Camping Education" is a little less clear. It has been variously interpreted as meaning education resulting from all camp experience, including summer camps; education resulting from experiences in school-operated camps during the school term; or education in the art and skills of camping. Lloyd B. Sharp has suggested a definition which might make Camping Education and School Camping synonymous in his statement, "Camping Education is that part of outdoor learning which can best go on in a favorable camp environment. School Camping brings to life a vast part of the curriculum and provides experiences in group living, cooperation and basic understandings."[2]

An explanation of "Conservation Education" is somewhat simpler. The term is not ambiguous and means education for the conservation of natural resources. It has become the core of many school camping programs because of its appropriateness in the camp setting as well as its own inherent value. In some isolated instances the term "Conservation Education" has been used to describe the outdoor education program because it is a term the community is more likely to accept. In these cases it may be a misnomer, since the objectives of the programs may be much broader than conservation, though conservation may definitely be included.

Concluding Statement

It becomes clear that many of the terms in use to describe this method of education have certain limitations. Each, while descriptive of a certain phase of the total program, fails to encompass the entire program. Of the terms considered, "Outdoor Education" alone is sufficiently inclusive. It would now appear that the criteria of inclusiveness and discrimination are met by the definition proposed earlier: Outdoor Education is a method of approaching educational objectives through guided, direct, real-life experiences in the out-of-doors, utilizing as learning material the resources of the natural environment.

2 Sharp, Lloyd B. *Outdoor and Camping Education.* Extending Education, 4:1 (May, 1949), p. 1.

MORE THOUGHTS

Love your enemies. It will drive them to distraction.

Old wolves never die—their eyesight just fades away.

To a woman the perfect husband is one who thinks he has a perfect wife.

By the time you become important enough to take two hours for lunch, the doctors puts you on a diet.

Come and Get IT!

The Meaning of Outdoor Education

To clarify the meaning of outdoor education, it is essential to define it broadly enough to encompass appropriate shades of meaning, yet discriminatingly enough to eliminate the possibility of continued confusion. A definition which satisfies these criteria follows:

> Outdoor Education is a method of approaching educational objectives through guided, direct, real-life experiences in the out-of-doors, utilizing as learning material the resources of the natural environment.

Analysis of this definition discloses *first* that outdoor education is a method, a pedagogical technique. It is not subject matter, not content, nor is it a curriculum. Outdoor education is not an added subject, nor should it be considered a school department. Rather, it is a method applicable to all subject matters and departments. Dean George McKechnie, of Sargent College, speaks of outdoor education as a laboratory for learning experiences in a wide range of curricular areas.

Though it has no content of its own, as a method it is extremely comprehensive because it is appropriate at so many grade levels and in so many curricular areas which have either a direct or indirect relationship to the out-of-doors. In reports on Michigan's public school program, outdoor education is described as the use of the outdoors to extend and enrich the school curriculum.

A *second* significant factor in the analysis of the definition is the factor of the out-of-doors as the locus of the learning experiences. It is the deliberate intent to extend learning experiences beyong the limits of the classroom. The outdoors commences just outside the classroom and expands indefinitely. Some schools use the immediate school grounds or maintain school forests, farms or gardens; some make use of parks, wild-life sanctuaries and nature-trails; a few have developed camp activities in wooded areas near the school building. The outdoors becomes, in effect, an extension of the school facility, and as the range of activities becomes more extensive, a school camp may be the ultimate goal of the program.

In its *third* phase the analysis of the definition is concerned with "direct, real-life experience." The values related to this type of learning are probably unquestioned. Harold E. Spears has written:

> "The only learning that can come to a person is the learning that comes through the steps he takes to do something about something. He needs to be told or shown, he needs direction from his elders, but he must do the acting."[1]

As student groups participate in outdoor activities, observing, exploring and manipulating, they experience first hand, in a context of reality, the principles of science, health, and the responsibilities of democratic living and citizenship. Outdoor education, at its ultimate level of development of school camping, provides opportunities for children

[1] Spears, Harold E. *The Teacher and Curriculum Planning.* New York: Prentice-Hall, Inc., 1951, p. 24.

An Analysis of Professional Preparation in Physical Education

Donald B. Swegan

ALL EDUCATORS INTERESTED in the professional preparation of teachers of health and physical education have been aware of frequent direct and indirect attacks on the major programs. Such attacks have commonly been associated with the evils of college athletics, such as subsidization, over-emphasis, and commercialism. Granted, the charges against the administration of college athletic programs may be justified in certain instances; nevertheless, the evils of a high pressure athletic administration should not be confused either with a sound athletic program operating as a vital part of physical education or with the professional curriculum in physical education. Any sweeping generalizations concerning the professional curriculum can be met with vigorous opposition by anyone in the field who will avail himself of the facts.

Chief criticism of the professional physical education curriculum seems to be that it is composed of "snap" courses. Dr. Buell Gallagher, president of C.C.N.Y., stated in a recent publication:

> "They (the scholarship athletes) lack sufficient credits because they've been taking 'snap' courses like social dancing, which while away the hours between football practice but definitely don't lead to a diploma."[1]

Harold W. Stoke, dean of the graduate school at the University of Washington, attacked along the same line when, speaking of the college athlete, he said:

> "The requirements as to courses, progress toward degrees and even grades can generally be met by either a flexible elective system or the 'tailored curriculum' leading to a specialized 'degree' in which many hours of handball, swimming, and coaching can be included."[2]

Attacks such as those above are quite deceptive to the casual reader.

Wasted Time?

First, they give the erroneous impression that all college athletes are in the physical education curriculum and obviously wasting their time. The truth of the matter is that the vast majority of college athletes are *not* enrolled in the physical education curriculum. Interest in varsity sport competition does not automatically mean an athlete will have a desire to teach or coach as a vocation.

In hundreds of small colleges in the United States thousands of athletes do not receive financial remuneration for sports participation and are also not interested in physical education as a career. Lack of interest in coaching or some phase of physical education is equally true for the majority of athletes in the larger colleges and universities which are more inclined to subsidize athletes and, hence, attract more publicity, either adverse or favorable. At Penn State in the 1954-55 school year, only 31 of 122 letter winners (25.4%) in the fall semester majored in physical education, while in the spring semester 32 out of 147 letter winners (21.8%) were physical education majors.

"Snap" Courses?

The second impression given in the articles mentioned is that the physical education curriculum consists merely of a number of "snap" activities which any student can master. Once again, the writer takes exception to this line of reasoning. An analysis of curriculum requirements listed in a number of college and university catalogues reveals that activity courses make up a very small percentage of total hours required for graduation in the various institutions. Furthermore, most of the institutions award only a fractional part of credit for the actual hours spent in the laboratory activity courses. Many require a number of activity courses for graduation and give no credit for them.

Special Learning?

Likewise, the learning of motor skills requires a specific type of learning which is not at all like so-called academic learning. Lawther[3] tells us:

It necessarily follows that a prospective teacher of motor skills needs specific training in the skills he will teach and also a complete understanding of the nature of motor learning. The writer maintains that the skills and knowledge of motor learning will come only with specific preparation in those areas. A mathematician needs the bulk of his preparation in specific courses dealing with the skills and theories of mathematics. The same reasoning can be followed for the preparation of engineers, artists, doctors, scientists of all types, and agricultural specialists. Does not the preparation of a physical education teacher require the same specialization?

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[1] Buell G. Gallagher, "Why Not Salaries for College Athletes?" *Parade*, August 14, 1955, p. 13.

[2] Harold W. Stoke, "College Athletics, Education or Show Business?" *Atlantic Monthly*, 193:48, March, 1954.

[3] John D. Lawther, *Psychology of Coaching*. New York: Prentice-Hall, Inc., 1940. p. 132-133.

(Motor learning) emphasizes quick perception followed by habit response, automatic behavior, and attention on results of acts, but not attention on one's present actual movements. The athlete does none of the careful ratiocination of the academic world during his performance. He does not collect data, weigh it in terms of hypotheses, analyze, synthesize, and generalize about what to do, before acting. The individual's attention is busy with the determination of the results of his own skill expression, the reactions of the opponents, and the cues for further expression.

Preparation

Is there anything wrong with courses which prepare teachers to conduct activities which will be of recreational value to large numbers of people? We all admire competence in our leaders in any line of endeavor. Yet when it comes to the area of physical skills, many people assume that these skills are acquired wthout specific preparation. Competence in physical education results from specific course preparation which can come only through an adequate major program combined with sufficient general education, science and professional education courses.

A musician takes courses in the history and theory of music, and spends considerable time in course work to develop musical skills, in addition to the general education program. A curriculum in art, engineering, business management, accounting, premedicine or agriculture will follow the same pattern of theory, skills, and general education. Who then is to cast reflection on the curriculum in physical education or recreation because it gives a prospective teacher an opportunity to develop needed skills in his profession?

What is Involved?

Exactly what is the physical education curriculum? Is it only skills? Analysis of the catalogue of any college or university offering a physical education major reveals that the curriculum includes general education in considerable proportions, a broad science program, professional education, and physical education courses. The writer, a staff member at The Pennsylvania State University, examined the undergraduate catalogue of that university for specific course requirements in the physical education curriculum and then compared it with a number of other curricula.

Of the 136 semester hours required for graduation in physical education at Penn State, a total of 30 hours is spent in general education. This includes courses in English composition, English literature, U. S. history, sociology, psychology, speech, economics, and political science. Another 17-18 hours are spent in science courses. These includes biology; elementary nutrition; chemistry, physics or bacteriology; human anatomy; human physiology; and applied anatomy and physiology.

Professional education courses, totaling 24 hours, include educational psychology, principles of teaching, character education and guidance, and practice teaching. The latter involves eight weeks of residence work away from the campus at a selected school.

Another 15 hours of work are allowed for electives in another teaching field and R.O.T.C. The last portion of the 136 hours is the major in physical education consisting of 50 semester hours. Of the 50 hours in the major, only 14 hours are for activity courses. Thus, only 14 hours out of 136 hours, or 10.3%, of the work in physical education are in activities. The remaining hours in physical education are in principles, history, health education, scientific methods, tests and measurements, organization and administration, recreation and first aid courses. These courses are designed to give the student an understanding of and competence in the wide scope of activities involved in health, physical education, and recreation work.

A Comparison

How does the amount of time spent in physical education course work compare with other fields of endeavor? The writer tabulated the major course requirements for various curricula at Penn State, with the following results:

	Major hours
Music Education	77 hours
Insurance	69 hours
Accounting	66-75 hours
Business Management	66 hours
Economics	66 hours
Art Education	59 hours
Industrial Arts	55 hours
Physical Education	50 hours
Agricultural education	49 hours

The above tabulations are the results of interpretations from the catalogue, and hence, subject to minor revisions by the departments involved. However, the hours spent are indicative of the relative amounts of time required in professional course work in some curricula not too unrelated to physical education.

Conclusion

It takes all kinds of people to make up a complex society such as ours. Who can say that one type of occupation is more important than another or more exacting in its requirements? To an individual skilled in mathematical theories and computations, a course in figure painting may be very difficult. Likewise, a person trained in neuromuscular skills such as typing, playing a clarinet, playing handball or painting a seascape may have difficulty in a social theory course. Our natural aptitudes, experiences, and interests will all influence greatly the degree of difficulty in mastering a certain area of skill or knowledge.

Paul Barrett, career consultant at the College of Wooster in Wooster, Ohio, remarked that all occupations deal with either people, things or ideas. Those in physical education are fortunate to have the opportunity to aid in the education of people through the medium of physical activities. To prepare for this responsibility, teachers need adequate preparation which can be achieved only by an educationally sound professional curriculum in physical education.

"Gymnastics! Kids Don't Like That Stuff!"

Ernest J. Gershon

"KIDS DON'T LIKE THAT STUFF." "It's too dangerous." "It's old-fashioned." "It doesn't reflect the contemporary life needs of children." "Apparatus gymnastics is too formal and uninteresting for today's modern concepts of education."

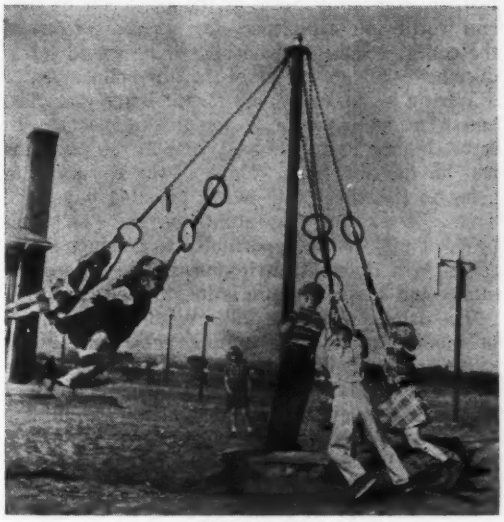
These are comments all too frequently heard today when an attempt is made to provide some apparatus gymnastics experiences in the elementary schools of the country.

Mute testimony to the unwillingness of some school authorities to equip schools with gymnastic apparatus is the barren wasteland appearance of too many of the elementary playrooms and gymnasiums in our communities. If any equipment makes its appearance at all, it will be a pair of basketball backstops with baskets hung precisely ten feet from the floor, considerably out of range of the youthful aspirants.

Recently, two professional basketball teams played an exhibition game in one of the few remaining well-equipped gymnasiums. Accustomed to playing in the usual arenas uncluttered save for the thousands of spectator seats, useful for no other purpose, the players were quite astonished at the appearance of this gymnasium. After observing the seven pairs of flying rings, the ten climbing poles, the four rope ladders, the bank of horizontal bars, the giant stride, the eight climbing ropes and the Swedish window ladder, all of which were hoisted to the ceiling some twenty-four feet from the floor, one of the players was heard to remark, "What have they got around here, a bunch of monkeys?"

That remark, intending to be humorous, like many other kinds of humor bears with it an element of tragedy. Is it not a tragedy to deny youngsters opportunities only apparatus gymnastics can give?

Climbing Bars



Giant Stride

Not long ago when a college teacher petitioned his school's athletic board of control to make provision in its program for varsity gymnastics one of his colleagues remarked, "What do you want to revive that for? It's old stuff. Nobody's interested in gymnastics anymore. Why, you couldn't even make a schedule of meets nowadays."

Old stuff? Perhaps. But, does anything become very old without first being strong in substance or virile in nature? Is it less interesting because it is old? Do only new things have value?

Little did the critic know of the tremendous surge gymnastics was making since World War II. In addition to the new flowering of interest in apparatus gymnastics as an integral feature of well-rounded physical education programs in the high schools and colleges, gymnastic competitions all over the country were boasting record-making numbers of entrants. The 40-plus year old Northwest Gymnastic Society was showing the largest entry lists of its entire existence with more than 400 gymnasts participating in its annual meet at Minneapolis every year since 1949!

Apparatus wasn't so old-fashioned and unreflective of children's needs and wishes to the enterprising kindergarten teacher who gathered an assortment of oil drums, planks, ladders, rubber tires, and other

miscellaneous items for her pupils' play yard. Indeed, what these children do, of their own volition, with these objects would be a revelation to the scornful critics of apparatus gymnastics. This same teacher, constantly alert to the provision of new and worthwhile experiences for her charges, asked the college coach of gymnastics if he would introduce her pupils to the use of the trampoline.

What a joyous experience for these five-year-olds, and what an opportunity for the teacher to observe children as they solved some of the problems met for the first time. Think of the adventure in going to the "big gym" where the "big boys" go. Think of learning new stunts on the "bouncing bed". Think of the opportunity to conduct themselves in a different environment with regard for others and to show appreciation for the chance.

Too dangerous? Not at all. What of the dangers in mounting and dismounting cars, buses, and streetcars, or in just trying not to be struck down by them? It takes some pretty good gymnastics to do these safely. Can you think of as funful a way to develop some of these skill needs as through guided activities such as those employed by our kindergarten teacher?

Uninteresting? A glance at some of the candid photographs taken during free play periods in La Crosse, Wisconsin will serve to belie that accusation. If the happy countenances of the youngsters indicate boredom or lack of interest, something needs to be done to improve our powers of observation.

Each school in this system is provided on its playground with, among other equipment, jungle gyms, climbing poles, horizontal ladders, and horizontal bars. Even these are not enough to satisfy all the youngsters who enjoy apparatus activities. Boys and girls will utilize every available structure for their gymnastic performances, even the fence rails about the lawns and sidewalks.

Jungle Gym

The repertoires of some of these children are really amazing considering the fact that no instruction whatever is given along these lines. This is pure spontaneous play and it is all the more wonderful since it springs from the children's own initiative and creativity.

Do these evidences indicate that apparatus gymnastics is antiquated? Do these evidences indicate that apparatus gymnastics should be relegated to the limbo of lost arts and educational practice? It might be old and uninteresting to some of us, but surely not to these youngsters.

Golf Champ

Warren R. Johnson

Fantastic mechanism
    Of precisely swung levers
Harnessed in perfect conformity
    To an idea

Data
Via optic impression and feel
    Of wind
    Distance
    Terrain

And perfect integration of all these
And correction for each
    By choice of club
    By minuscule alteration of grip
    By club bias
    The stance of the feet

And by the number of muscle fibers
    Called to action
    By precisely calculated outbursts
    Of neural flow

(Do not tamper with this operation
    Of feeds and feed backs
    Of delicate adjustment to multi-estimates
By willfully directing it
For you will jam or embarrass it
    With self-awareness)

Performance of the champ
Improbable as the idiot
    Who calculates instantly the cube of 37
Or a cosmos or an atom
Or a thought

A Visual-Ocular Screening Test

Thomas H. Eames

ONE OF THE AIMS of the health educator is to make every teacher a health observer, watching for signs and symptoms of health deficiency among pupils. Teachers are being made more aware of departures from good health among their students and are being equipped, to a greater or lesser extent, with information and screening tests for the recognition of such conditions.

Visual screening is one of the more important means of locating children whose eye conditions may impair their health or school achievement. The common Snellen Test has been used for many years but it is not very efficient since it only picks up those children who have conditions that actually impair distant visual acuity. It fails to detect many of the common eye difficulties such as low hypermetrophia, muscular imbalance and fusion deficiencies, and gives no indication of the visual status at the reading and writing distances.

The deficiency of the Snellen Test is widely recognized by reading specialists[1] whose concern is with

The writer has constructed a screening test for teachers to use, which will do all that Snellen does and in addition detect such conditions as visual acuity at the reading distance, the presence of hypermetrophia of moderate as well as high degree, muscular imbalances (Phorias) and fusional deficiencies. A supplementary sub-test also indicates the condition of eye dominance for the use of those working in the language areas, where this is an important factor to be considered.

The test was first made for use in the Boston University Educational Clinic but its use among school teachers gradually increased until it now enjoys wide acceptance. Since it has spread through reading specialists it is not well known among physical and health education people, although it serves very well as a screening test for their purposes. This article is being written in response to urging on the part of a number of the author's colleagues and graduate students who are either working in or are especially interested in Health and Physical Education.

The advantage of the test for such people appears to be in its agreement with the findings of professional eye men, its use of modifications of regular ophthalmological tests, used by ophthalmologists and optometrists in every-day practice, its wider spectrum of detectable conditions and its extremely low cost.

The test consists of the following units:

1. Visual acuity test—distance.
2. Lens test.
3. Near vision test.
4. Coordination test.
5. Fusion test.

Supplementary tests of interest to psychological clinicians but not included in the regular battery are:

a. Astigmatic chart test.
b. Test of eye dominance.

In ordinary school screening it has been found that there is sufficient community of function in the battery (Sub-tests 1 thru 5) to make the use of the Astigmatic Chart Test superfluous. The test of eye dominance is of no value for general screening but it is very useful for persons engaged in the study of reading and speech difficulties, where lateral dominance plays a considerable part in the etiology.

The time of administration in a classroom situation where a whole class is being screened is between two and three minutes per child, granting reasonable cooperation on the part of the pupil and ordinary familiarity with the material on the part of the teacher. No technician is needed. Failure on any single sub-test constitutes failure on the whole battery and calls for referral to the professional eye examiner.

The law in some localities specifies the use of the Snellen Test. This is no barrier to the use of the improved technique described here, since the Visual Acuity Test is a Snellen Test and can be made with the test card supplied or with the full Snellen Chart, usually met with in the schools.

The reliability of the test, as studied by comparing the results of a first and second administration to actual pupils showed a range of agreement from 93% for the Coordination sub-test to 99% for the Lens Test. Validity was measured by comparing the results with the findings of ophthalmologists. The criterion of agreement was that the ophthalmologist found trouble sufficient to warrant correction, treatment or other professional advice in pupils failing the screening test, or the ophthalmologist found no such trouble in pupils who had passed the test. Agreement ranged from 94% for the lens test to 99% for the visual acuity test. The astigmatic chart test, which is not used in the main battery, exhibited a reliability of 89% and a validity of 85%.

A brief description of the sub-tests follows:

Test 1. Visual Acuity Test. This is the conventional Snellen Test. It picks up conditions that reduce

deficiencies that may impair the ability to perform school tasks, which may cause confusions in reading or loss of place, regressions, omissions and line shifts. Such conditions often handicap a child seriously, although he can pass the Snellen Test in spite of them.

[1] Betts, Durrell, Eames, Peabody, Hitz, Hullsman, Robinson, Harris, Saltz, Witty & Kopel, and others.

visual acuity in distant vision such as amblyopia, myopia and relatively high hypermetrophia.

Test 2. Lens Test. This test is intended to pick up those cases of hypermetrophia usually missed by the Snellen Test. The pupil tries to read the 20-foot Snellen line at 20 feet through a convex lens. He must be correspondingly hypermetropic in order to do so. The dioptric value of the lens was determined by taking a consensus of opinion among ophthalmologists and optometrists as to the amount of hypermetrophia deemed sufficient to call for correction.

Test 3. Near Vision Test. This test is made with a set of test letters and characters, viewed at the reading distance. If the child is unfamiliar with letters, "E" shaped characters are used.

Test 4. Coordination Test. This test is made with an ordinary hand stereoscope. One eye sees a chicken, the other a rectangle or "box" which marks off the limits of acceptable deviation from the theoretical normal or orthophoria. The correct response is that the child sees the chicken in the box. In the presence of muscular imbalance, either vertical or horizontal, the chicken is seen outside the box, runs in or out of the box, or either chicken or box is absent.

Test 5. Fusion Test. This is also made with the hand stereoscope. The child is presented a star and moon before each eye. The right eye sees a (*, while the left sees a *). He passes the test if he can combine them into *) * (star moon star). with the slide at any position which makes it possible for him to do so. Failure is indicated by a response that the pupil sees only one star and one moon or that he sees all four figures * ((* but can not combine them into three as above.

This completes the tests of the battery as ordinarily used. The supplementary tests are described as follows:

Test a. Astigmatic Chart Test. This is the familiar fan-shaped, radiating lines or "Half Clock Chart". Astigmatism is indicated when the child sees one set of lines as darker than the others.

Test b. Test of Eye Dominance. The test of eyedness involves sighting through a ring. The ring is held at arm's length and the child sights through it at the examiner's nose while the examiner stands at a distance of twenty feet.

Kits of material for making the test, together with a manual of instructions, including a list of symptoms and signs of eye difficulty and a considerable bibliography, are now distributed by the World Book Company of Yonkers, New York.[2]

The procedure for referring a child who fails the screening test varies in different communities. Teachers should follow local usage and use the report forms prepared by their own state or city Education or Public Health Services. When a child fails a screening test it is best merely to report him as being "Presumably in need of a professional eye examination" by reason of having failed the school's test. Teachers should not specify the nature of the eye condition suspected since to do so invites misunderstanding and unpleasantness.

Users of any screening device must bear in mind that some of the pupils who fail the test have conditions for which glasses or treatment will not avail. After the professional eye examination the doctor may report simply "Doesn't need glasses." Others who return with glasses may still function below the average since certain eye defects such as amblyopia, corneal scarring and retinal disease may make it impossible for the doctor to restore the child's vision completely to the normal level. On the other hand, the doctor may prescribe glasses to relieve strain, or to raise vision to its physiological limit in that particular child but which may still be below average.

Teachers sometimes administer the screening test again to pupils who have received new glasses to find out whether or not their corrected vision is at a level that is comparable with their classmates. If it is not up to the average of the others it does not imply inadequacy of the glasses but it does suggest that the teacher should modify assignments, study time and seating arrangements to provide the easiest possible conditions for that particular pupil.

[2] Eames Eye Test. (Examiner's Kit.) World Book Company, Yonkers, New York, 1950.

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Speaking Up for Skittles

Donald Loucks

TO INTRODUCE AND ESTABLISH an additional worthwhile sporting activity in the intercollegiate program is probably as difficult as to remove an undesirable activity which has become firmly though indefensibly ensconced through the passing of time.

The idea of adding another individual sport such as bowling to the intercollegiate athletic program may precipitate arguments along the line that the program is already overcrowded. Overlapping seasons, overworked coaching personnel, and severely taxed budgets may at first glance offer deterrents to those persons who otherwise might be favorably impressed with the merit of such a proposal. An attempt will be made to answer, in part, these and similar arguments against adding bowling to the over-all program.

Progress

One writer describes bowling as "A harmless sublimation of the terrible human instinct to throw things—preferably a small hard object at a target that will resound when struck". Once the bad boy of barroom and basement, bowling has shed its former confines with the speed and deftness of an All-American halfback eluding tacklers in the open field. Few sports have risen so rapidly from so far down.

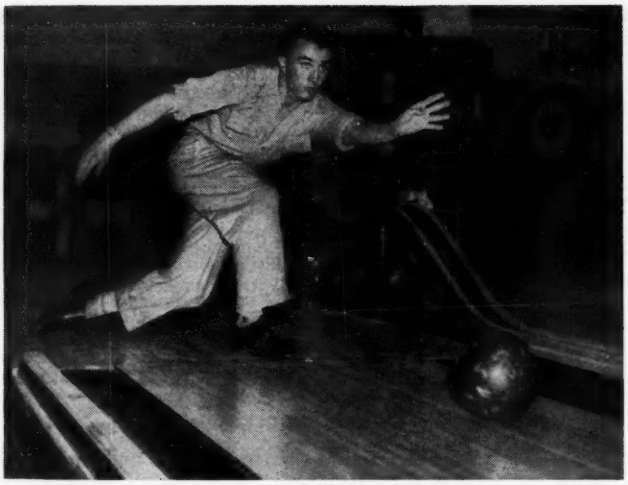
Bowling alleys were once the dingy headquarters of bookmakers, dice players, and assorted other shady characters. Denizens of basement bowling alleys, quite often seekers of the fast buck, were the primary reason why bowling remained for so many years, off limits to the youth and the more stable citizenry. Bowling establishments in years past had such morally offensive reputations that no ladies and few gentlemen of the community would consider frequenting such places. Conditions were such that one New York City bowling alley proprietor put it this way, "I used to be afraid to go into my own place".

Happily, no longer do bowling establishments retain their unsavory reputation of the past. In its place is zealously guarded respectability. Today, an aura of refinement surrounds the activity. It is not uncommon to find modern improvements and advancements such as air conditioning, the electric eye, reflecting score boards, modern lighting, and comfortable seating facilities in many of the nation's bowling establishments. Today, the gamblers and the bar flies are gone, replaced by respected members of lodges, civic clubs, and youth organizations.

What brought about the change? Some say that the reformation started concurrently with Prohibition. Proprietors were forced to think seriously of some means of enticing the more respectable type of clientele. Others feel that it was partially brought about through the elaborate use of paint and paint brush, giving alleys their familiar red and blue decor. The powerful American Bowling Congress has done much to strengthen and improve the position of bowling in the eyes of the American people. Regardless of what brought about the change, it remains a fact, as one writer says, "Bowling is certainly out of the cellar and the ceiling is not in sight yet".

Development

The game of bowling was brought to America by the Dutch in the early 1600's. The rise and decline of bowling followed closely the pattern set by other sports. Gambling for high stakes with the resultant dishonest dealings led legislatures of various states to abolish "bowling at 9 pins". Shortly afterward, however, some ingenious devotee of the sport worked out a plan for "bowling at 10 pins", thereby neatly circumventing the law. Bowling, which only a short 20 years ago was not even listed among the top ten fastest growing sports, climbed to third place behind skiing and fishing by 1940. Today, it is America's fastest growing sport with an estimated 20,000,000 participants and more than 5,000 bowl-



A strike?

ing establishments. Nearly $800,000,000 is now invested in real estate, equipment, and in factories manufacturing bowling supplies.

Bowling on an interschool basis is not without precedent. As far back as 1901, school bowling was flourishing in Philadelphia public schools. Since the end of World War II, ten pin competition in that area has hit a new high with more than 2,000 schoolboys competing in 1951. First and second team matches are played during the season. Even the conservative Public School Athletic League of New York City recently recognized bowling as a major sport with courses for high school instructors in learning how to bowl and how to teach it.

Intercollegiate Sports

Can bowling be justified from an educational standpoint? Will physical educators and administrators look askance when the suggestion to include bowling on an intercollegiate basis is made? Does bowling have a real contribution to make to the education in general and the physical well being of the individual in particular? In attempting to answer these questions it is well to observe the functions of physical education, one phase of which must necessarily be the intercollegiate program.

The three major purposes of physical education, which, remember, includes three phases, required physical education, the intramural activities, and the intercollegiate sports, are generally agreed to be: (1) the development of physical and mental well-being; (2) the development of a high standard of ethical and social conduct; and (3) the development of skills, knowledges and interests for leisure time activities.

With these objectives as a yard stick, let us see how well bowling measures up. The actual contribution that bowling can make toward *physical and mental health* would be difficult to measure. Some research in this area is underway at the present time. Medical authorities recommend bowling as an excellent activity for maintaining muscular tone and general physical fitness. It is a physiological fact that, while the act of bowing utilizes practically every muscle, it does not place any severe physical strain on the average human body.

With well over 50% of our hospital beds occupied by patients suffering from mental disturbances, any activity which will help to alleviate the effect of violence and frustration of modern times has a place in our educational program. Pent-up emotions often find harmless release as a well-delivered ball sends pins in all directions.

In regard to the second objective, *the development of ethical and social behavior,* the code of bowling estiquette is one that is universally recognized and adhered to. Bowlers take fierce pride in their standards of conduct and social intercourse. A bowler soon learns to "pay the game" or he finds himself shunned by fellow devotees of the art of pin knocking. Courtesy is the byword in every well conducted bowling establishment. Good habits of fair play and sportsmanship are certain outcomes, much more so than in some of our accepted sports, of any bowling program. Respect for the rights of others, appreciation of skill, good form, and finesse, are all worthwhile values to be derived from a program of intercollegiate bowling.

Perhaps the strongest argument in favor of the sport of bowling lies in its value as a *carry-over or leisure time activity.* Few, if any, sports possess the characteristics which make them adaptable for continuous, lifelong participation. Bowling knows no upward age limit, with many participants in

their eighties still active. With bowling ranking so high as a participant sport in the nation, our schools are more or less obligated to further the cause by providing opportunities for all who wish to play.

The impetus now being given post-school bowling through industrial, church, recreation, and civic club leagues makes it easily possible for those interested in bowling to continue their activity with scarcely a lull. Here, in city leagues, employer and employee meet on a common basis, in this, the most democratic of all our sports. A bowler can enjoy participation in his favorite activity as a member of a team, with a single companion, or even alone as he strives to improve on previous efforts.

Suggestions

Several reasons why bowling on an intercollegiate level is to be recommended are worth pointing out. First, a varsity bowling team would definitely reach a different group of students. Bowlers come in all sizes and shapes, making it possible for the tall, the short, the thin, yes, even the obese, to experience self-satisfaction, the joy of achievement, as well as recognition from the group. Even the atypical individual may find his place as countless handicapped persons have enjoyed remarkable success in this activity.

Second, bowling can be conducted relatively inexpensively at the college level. Many institutions of higher learning have their own bowling alleys, usually located in either the physical education building or the student recreation center. Hence, the facilities which ordinarily would be relatively expensive are usually available. If the school has no facilities, privately owned alleys can be used without too great an expense. Proprietors of bowling establishments are eager to have their facilities used, especially during the slack morning and afternoon hours. Shoes and uniforms would require a minor outlay of money. Travel for a team of four plus a coach could be accommodated by the use of a single station wagon. No expensive training table or equipment would be necessary. Schools unable to meet the expense of travel might consider telegraphic meets similar to those engaged in by collegiate rifle teams.

Third, the matter of coaching personnel should be easily solved, for nearly every physical education department will have one or more instructors capable of serving as bowling coaches. It is very likely that a faculty member not directly connected with the physical education department would possess the necessary qualifications and be willing to serve as the bowling coach.

The matter of officials for a bowling meet would be inconsequential. No meets would ever be postponed because of inclement weather such as affects tennis and baseball. The selection of a playing season would pose no problem. Probably, during the early weeks of the fall semester might be the most logical time. Actually, there would be no overlap of playing personnel.

Concluding Statement

The many values in bowling and the ease with which this sport might be integrated with the rest of intercollegiate sports program suggest that school administrators should investigate the possibilities for beginning this highly desirable activity on an intercollegiate basis. Perhaps a start might be made by expanding facilities in campus areas, and stressing more bowling on a class, intramural, or informal recreational basis.

THINGS MONEY CAN'T BUY

Money can't buy real friendship—friendship must be earned.

Money can't buy a clear conscience—square dealing is the price tag.

Money can't buy the glow of good health—right living is the secret.

Money can't buy happiness—happiness is a mental attitude and one may be as happy in a cottage as in a mansion.

Money can't buy sunsets, songs of wild birds and the music of the wind in the trees—these are as free as the air we breathe.

Money can't buy inward peace—peace is the result of a constructive philosophy of life.

Money can't buy character—character is what we are when we are alone with ourselves in the dark.

Money alone doesn't bring happiness. A man with $10,000,000 isn't one bit happier than a man with $9,000,000.

—Seng Fellowship News

Sportsmanship: What Is It?

William H. Groves

TOO MUCH OF OUR PRESENT-DAY competitive inter-school athletics seems to have lost its true concept of good sportsmanship. In addition, many coaches, as teachers, fail to recognize that poor sportsmanship, portrayed by them and their students, reflects poor objectives or procedures. It seems as if the competitive "tail" is wagging the educational "dog". One does not have to cite examples here to substantiate such a statement.

Our teaching of sports skills in our schools (inevitably leading to competitive contests) should be based on good educational principles; the coach is a qualified teacher, well-schooled in good educational principles; and, sports competition, per se, is to be used as a teaching situation where positive learnings are to be taught.

With the above thoughts in mind, the following points are projected.

Players in Sports

A sportsman is:[1]

"One who in sports is fair and generous; a good loser and a graceful winner."

Sportsmanship means:

"Skill in or devotion to, sports; esp., conduct becoming to a sportsman, involving honest rivalry and graceful acceptance of results."

The definitions stated above may be good but do they actually go far enough in describing good sportsmanship?

Examples of questionable sportsmanship:

In *football*

1. To kill time by faking injuries to gain advantage of opponents.
2. To hold an opponent in lieu of blocking.
3. To retaliate in like manner against an opponent who has held, in lieu of blocking.
4. To flail the elbows against opponent in blocking, regardless of the reason. (Note the increasing use of face masks!)
5. To use "sucker shifts" for purpose of gaining advantage over one's opponent.
6. To draw a star opponent into a fight with intent of both being expelled from the game.

In *basketball*

1. To be eager to shake an opponent's hand at the end of a game or as he leaves the game when one's team is leading by a comfortable score. Is one consistent in the same eagerness to do likewise when a game is lost by one point? Does the same eagerness exist when one loses a game by a number of points?
2. To attempt to win a game by not playing it in accord with the intent of the game. (Stalling, ball control, keep-a-way.)
3. To step on opponent's toes as he turns to pivot, or rebound.
4. To hold hands high at side of basket when opponent is shooting a free throw.
5. To deliberately dribble down the floor fast and slow-up across path of opponent coming from behind. (Forcing an opponent to foul.)
6. To dramatically demonstrate that the referee has wronged you.

In *baseball* (Despite the fact that opposing coaches agree that most of these points are justifiable.)

1. To attempt to "steal" catcher's sign.
2. To "crowd" the plate to confuse the pitcher, and conversely, for the pitcher to throw a "duster" ball.
3. To "spike" opponent at second base if he fails to clear the bag rapidly enough on a double-play.
4. To block home-plate to prevent runner from scoring, and conversely, for runner to attempt to bowl over anyone blocking the plate.
5. To make it a consistent habit to argue with the umpire, right or wrong.

In *individual activities*

1. To slap the water after a poor dive.
2. To look at your tennis racket for apparent "holes" after a poor stroke.
3. To cry after a loss. Does it not indicate poor education in sportsmanship? Has not to "win" element been stressed too heavily?

The Teacher, or Coach, and Good Sportsmanship

A coach is:

"An instructor in athletics, debate, etc."

A teacher is:

"One who teaches or instructs; especially, one whose occupation is to instruct; an instructor."

An instructor is:

"One who instructs; a teacher."

The term teach is:

"To make aware by information, experience, or the like."

Does the coach (teacher) set a good example for his players (students) to follow?

1. Is the coach a "jumping-jack" during a game, protesting decisions from the bench?
2. Is the coach a gesticulator who shows the audience his disgust of decisions by pantomime?
3. Students learn much by imitating their elders. Are students learning positively or negatively from the actions of their coach?

Does the coach show honesty in teaching a group of varsity team members?

1. Does he encourage play to the extent that it strains the meaning and intent of the rules?
2. Does he insist on retaliation for apparent abuses by opponents?
3. Does he select his players for a starting position based on favoritism?
4. Does he show sincere courtesy to the opposing coach before and after the game?
5. Does he attempt to humiliate the opponents by running up a lopsided score for any reason?
6. Does he favor certain officials for home games?
7. Does he see that the visiting coach and team have their needs attended to before and after games?
8. Does he supply needed or forgotten equipment willingly to a visiting team?
9. Does he threaten to pull his team off the floor?

[1] All definitions used here are taken from *Webster's Collegiate Dictionary*, Fifth Edition.

Does the coach attempt to influence his home audience?

1. Does he attempt to explain the game to the audience at demonstration exercises?
2. Is he willing to write editorials for the local newspaper and to use radio and television to acquaint adult audiences on how to behave at a sports contest?
3. Does he set a good example for his audience at the game by his actions? For example, does he bench a player for unsportsmanlike conduct, or does he ignore the situation?
4. At the club dinners, and on other occasions, does the coach remain firm and fair in his statements when confronted with overzealous rooters? Does he remain quiet when an overexuberant sportswriter prints questionable excuses for the team's loss?
5. Does he place undue emphasis on winning?

The Audience and Good Sportsmanship

Is the school audience entitled to boo, cheer, or otherwise show their feeling on the basis that they pay an entrance fee?

If there is agreement to the above statement, can the argument for charging an entrance fee to spectators justify competitive sport in our educational institutions? In other words, for basis of promoting and financing a sport can the educationally unsound practice of placing it before a paying audience be justified?

If an audience pays to see a school sport:

1. Should not they be expected to refrain from booing officials, or opponent's players? If booing is condoned, how should we expect the players to react? Would not their learnings be negative, for the greater part of the time?
2. Should they come to see only a winning team if they profess interest in the sport?

How One Becomes a Sportsman

Sportsmanship is a character trait.

Learnings, as applied to character, may be experienced in many ways. Such learning takes place in the home, in academic classes, at church, and, among others, definitely in sports.

Talking about good sportsmanship in the mental atmosphere of a classroom is entirely different from *showing* good practices in sportsmanship under the mental and physical strain of competition.

One learns good, or bad, sportsmanship according to his past experiences and his reactions made at that time. Learning to act well, *under duress*, is against human nature and is very difficult to learn thoroughly.

Physical education activities and sports provide an excellent laboratory of experiences whereby sportsmanship may be indelibly impressed within the individual as a character trait—good or bad. We as teachers (or coaches) must weigh heavily our responsibility to students coming under our guidance, regardless of age or grade.

Value of Learning Good Sportsmanship

Being a trait of character, good sportsmanship learned in the home, at church, in sports, in everyday activity, extended over a long period, helps us increasingly to become responsible adult citizens.

1. Do we show good sportsmanship in driving a car?
2. Do we applaud or encourage even the weakest, sincere attempt of other's performances, or do we criticize and demean the performance?
3. In adult life do we try to understand authority invested in individuals such as policemen, health officers, (umpire or referees) or do we try to make life more miserable for them?
4. Do we attempt to secure all we can get, yet stay just within the letter of the civil or criminal law?

Do you have a code of sportsmanship prepared by your students, faculty and townspeople? Is this read before contests, and printed on sport programs? Does your coach, your administrator, your team and your student body believe in and support good sportsmanship? And finally, has your community been educated to appreciate the values of athletics, and do they understand that the purpose of competition is not winning, but playing well? If your answer is in the affirmative, you have an athletic program that is truly educational and one that contributes immeasurably to the welfare of the participants, and also to the rest of the school and the community.

A SERMON

"The seven factors which have a bearing on success and happiness include: (1) participation; (2) keeping the personal touch; (3) balance; (4) giving all things the time test; (5) repentance; (6) humility; (7) faith."

—Richard L. Evans

CHILDREN ARE NOT SMALL ADULTS

They do not think, feel or react as grown-up people do.

Physically, mentally, and emotionally each child is a growing, changing person with needs and potentialities which are his alone.

Responsibilities of Parents and Teachers: 1. Understand child's pattern of growth and needs. 2. Understand each particular individual's needs. 3. Be aware of the differences between children.

—Helen F. Munro

The Instructional Program

H. B. Hunsaker

THE ART OF TEACHING — of imparting knowledge—in menti-motor activities or those activities generally assigned to the physical education area is a problem which includes many phases or areas of consideration.

The general function of physical education in the curriculum is to provide daily opportunities for normal growth and development of each pupil. The program of activities should be rich in variety and suited to the abilities and understanding of the child at his particular age level. The physical education curriculum should be a planned progressive program. Each grade and each level should be planned in terms of what the student has had, and what more he should have.

A Planned Program

In brief review of the proposed program it will be noted that in the primary and elementary levels the student is given a broad exposure to a variety of activities in a balanced program of rhythms, gymnastic and group games, stunts, and athletic games of low organization leading up to the more highly organized games. In the junior and senior high school he is given a definite exposure to all the major team games in elementary and advanced form, including at least twelve weeks of specific class instruction in each. In addition he is given elementary instruction in a wide variety of individual or dual games with particular value for carry-over purposes. At the college level he is then given opportunity for advanced training in courses which have special appeal to him, with emphasis again on the type of activities that have possibilities for carry-over as lifetime hobbies.

Such a program should provide for the average student an adequate opportunity for physical, mental and social development with preparation for life-long interest in athletic hobbies. The success of the program will depend upon the degree to which administrators and teachers accept it and give it proper emphasis. Its adoption as a uniform basic curriculum throughout the country would do much to assure that the child in a given community would have reasonable opportunity for such training.

The field of education has at various times set up objectives to be used as guide posts for education. These educational objectives are broad and include the specific objectives that involve and guide physical education. At any level of planning, the objectives of physical education should be compatible with the objectives of education. In fact, physical education at any level should be one of the big contributors to the educational objectives.

The teacher of physical education must have sports objectives and class objectives. He must know his activities and students so well that he can deliberately use the activities to develop the students. It seems very important that we upgrade the instructional program. This means that we consider many activities, not considered a part of the activity being taught, but still a part of the physical education program.

Program Standards

These would include the following: enrollment of students (100% of the students enrolled in physical education), size of class (to be determined by the activity), time allotment (full class period daily for physical education), credit (on the same basis as other school subjects), marking (governed by the same procedure as used in other classes in the school), costume (uniform, clean, and modest), menstrual excuses, showers (required of all students), swimming pool (available, safe, and sanitary), facilities (adequate, and safe), teachers or instructors (competent and professional), and interscholastic athletics (safe, sane, and part of the total school program).

To insure a rich variety of activities in the physical education program it has been suggested by physical education authorities that activities be classified into like areas and that students get experience from all areas during their physical education experience. Such a classification would include the following: administrative phases of the program, athletic activities, combatives, dance, formalized, outing and related activities, water, winter, and self-testing activities.

Levels of Achievement

To encourage individual schools to keep their physical education program broad and at the same time to encourage competition, certain levels of achievement are established. These levels are minimum program, average program, and full program. For a school to qualify for one of the above rating they would have to provide the required number of physical education activities as set up for that level of achievement.

An average program in *athletic activities* would include four activities from: (a) volleyball, soccer or speedball, basketball, softball, touch football, and track, and (b) tennis or badminton, horseshoes, relays (basketball, track, etc.), squash, handball, paddle ball, archery, table tennis, and golf.

An average program in *Combative Activities* would include eight activities from: (a) wrestling, hand wrestle, Indian wrestle, get behind or advantage wrestle, head push, foot push, back-to-back lift, Chinese pull, cockfight, and (b) one-man pull

over line, elbow wrestle, back-to-back push, hand shove, neck pull, boxing, shoulder push, seat push (standing), and one-legged hand wrestle.

An average program in *Dance* would include eleven activities from: dance walk, two-step: forward, backward, sideward, two-step box, waltz box turn, hesitation to waltz time, foxtrot and waltz combination, closed positions and open positions whenever possible, and cowboy or square. It would also include three activities from the following: grapevine to waltz and foxtrot time, canter to waltz time, social dance mixers, rumba, right and left reverse positions.

For an average program in *Formalized Activities* at least eight of the following activities must be included for each grade level: the twister, leg lifter, the squatter, high running, push-ups, scramble, toe tapper, the compressor, angle chinning, body lever, the dipper, and the bear dance.

An average program in *Outing and Related Activities* includes one winter activity and hiking for each grade level and also it requires at least one overnight camp for 9th, 10th, 11th and 12th grades.

An average program in *Water Activities* includes at least fifteen of the following suggested activities appropriate for each grade level: safety in swimming, boating and other water activities; breath holding; rhythmic breathing; prone float; prone glide; back float; back glide; and swimming one or more strokes.

An average program in *Winter Activities* includes skiing or skating and at least three of the following skills: Discussion on skiing equipment and dress; skiing safety; walking on skis; exercise on skis; kick turn; how to get up from a fall; skiing on the level; ski climbing techniques; double stem position; double stem turn; downhill running. It also includes the teaching of one skill from the following: single stem turn; pure christiania; stem christiania; jump; waxing skis.

An average program in *Self-Testing Activities* includes at least five activities from: forward roll (single and double), backward roll (single and double), head and handstand, handspring, leap frog, shoulder spring (kipp), rolling kipp, round off, cartwheel, handspring over rolled mat, handstand, headspring, elephant and camel walk. Also four activities from the following: shoulder mount jump from front, thigh stand, knee-shoulder stand, shoulder mount, and pyramids. This also includes the administration of an achievement test once each semester in the activities taught. Include in these activities all pupils enrolled in physical education.

Concluding Statement

A minimum program would include in each instance a lesser number of activities. A full program would require additional activities and further provisions corresponding to the particular type grouping. In any case, maximal use of available time, equipment, and facilities will help develop a better program for all.

IF YOU DON'T DO ANYTHING ELSE TODAY, PLEASE READ THIS LETTER

Dear Driver:

A few weeks ago, I saw a little girl struck by a car as she tried to cross the street. I saw a father race toward her and hold her to him as she struggled in the agony of death. I saw all the plans that had been made for her dashed and I saw the look of despair that came over his face. I could only offer a prayer that such a thing might never happen again.

Today my daughter, who is 6 years old, started off to school. Her cocker spaniel, whose name is Scoot, watched her leave and whined his belief in the folly of education.

Tonight we talked about school. She told me about the girl who sits in front of her, a girl with yellow curls, and about the boy across the aisle who makes faces; about the teacher who has eyes in the back of her head; about the trees in the school yard and the big girl who does not believe in Santa Claus.

We talked about a lot of things—tremendously vital and unimportant things.

Now, as this is written, she is sound asleep with her doll, "Paddy", in her arms.

When her doll gets broken or her finger gets cut or her head gets bumped I can fix them. But, when she starts across the street—then, Mr. Driver, she is in your hands.

Much as I wish I could, it's not possible for me to be with her all the time. I have to work to pay for her home, her clothes, her education.

So, Mr. Driver, please help me to look out for her. Please drive carefully. Please drive slowly past schools and at intersections. And please remember that sometimes children run from behind parked cars.

Please don't run over my little girl. With deepest thanks for whatever you can do for her, I am

(Signed) FATHER

—Greater Cincinnati Safety Council

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University School, Ann Arbor, Michigan.

The Selection of Activities[1]

IN SELECTING ACTIVITIES, many procedures are followed.

Pupils' physical and emotional maturity. Numerous studies and textbooks have revealed the characteristic physical and emotional needs of children at various age or grade levels, and the selection of activities based upon developmental levels of the students has tremendous support. A selection of activities based upon the knowledge of the physical ages, abilities and capacities of the students plus an understanding of their behavior tendencies can fulfill more adequately their interest and needs from a physical and emotional point of view. The advantage of such a method of selection of activities lies in the choice of those which are most acceptable in light of the developmental stage of the participants and possessing values and experiences that are within the physical and emotional capacities of the students.

Aims and objectives of the department. Activities may be selected in light of the philosophy of the teacher or department of physical education as reflected in terms of aims and objectives. The use of aims and objectives as an interpretive device representing the philosophy of physical education would create a point of departure in the selection of activities from which continuity and progression of programs could result. Such selection would tend to eliminate personal bias toward specific activities or types of activities and would aid in program development based upon a broad educational foundation. On the other hand, it is extremely difficult to pin point many of the values of various activities in relation to their contribution to certain objectives. The intangible nature of the outcomes may bring about an oversight of the desirability of an activity and result in its omission from the program.

Time allotment, facilities, equipment, size of classes, and teacher-pupil ratio. The problems growing out of limitations in terms of the facilities, time allotment, equipment, class size, and teacher-pupil ratio, have brought about a practice of selecting activities to a large extent in terms of the degree to which these factors permit or limit certain types of activity. The use of a selection procedure based upon these delimiting factors attempts to put the development of the program on a practical level which can be carried out rather than to theorize blindly in terms of situations that are often unreal. This procedure is best applied to a specific school situation whose limiting conditions may make the selection of activities practical for that situation alone. For general curriculum development, as in course of study construction, other methods of selecting activities are usually employed.

Individual differences. The selection of activities on a basis of individual differences has become a more feasible method with the increased use of homogeneous grouping, health examinations, and improved evaluative instruments; it is a procedure which is in keeping with the contemporary philosophy of education of the individual in light of his needs and past experiences practical in the physical education programs. Selection of activities on this basis of individual differences permits greater attention to individual interests and needs, it encourages individual awareness of his progress in

[1] LEHSTEN, Nelson G.: "An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School," doctoral dissertation, Indiana University, 1953, pp. 225-229.

light of goals within his capacity. The disadvantages of activities selected on the basis of individual differences lie in the possible loss of the benefits derived from the interaction of the group which arise out of differences and feeling of superiority or inferiority which might develop between students. Scheduling of classes in light of individual differences is a common administrative problem and, along with the limitations of facilities, equipment and staff, create a block to the utility of this method in many secondary schools.

Training and experience of the teacher. The question of whether or not a given activity will be included in a program of physical education very frequently depends on the training and experience of the teacher. Unfortunately, the philosophy and teaching ability of some teachers limit the scope of activities which they can or wish to present in their programs. On the other hand, in view of the safety hazards inherent in some activities it is questionable whether teachers should attempt to instruct and supervise activities in which they have little or no background or experience. Additionally, it should be pointed out that the teacher, through close contact with the students and his understanding of their physical, mental, and social characteristics, is in a favorable position to select activities which will best meet the needs of his students. Caution should be exercised by the teacher in selecting activities solely on a basis of his training and experience lest he rely on subjective judgment alone and possible personal bias based upon his own unpleasant experience, undergraduate preparation, or lack of understanding of the contributions of activities other than those of his special interest and ability. It must be realized that this method is only one of several possible procedures for selection of activities, and that it has value, but it may be utilized extensively in small schools wherein the staff is very limited in terms of numbers and their competence to judge on a basis of experience may be questionable, since they are usually young and lacking in "on the job" experience.

Climatic and/or geographical conditions. A very realistic procedure for selecting activities is found in the consideration of climatic and geographical conditions which permit or exclude certain activities from the physical education program. In certain geographical areas the various seasons would have to be considered in the selection of activities. On the principle that physical education classes should be conducted out-of-doors whenever weather conditions permit it is suggested by Sharman that winds up to thirty-nine miles per hour and temperatures of forty degrees (Fahrenheit) or above are tolerable limits for outdoor activity.

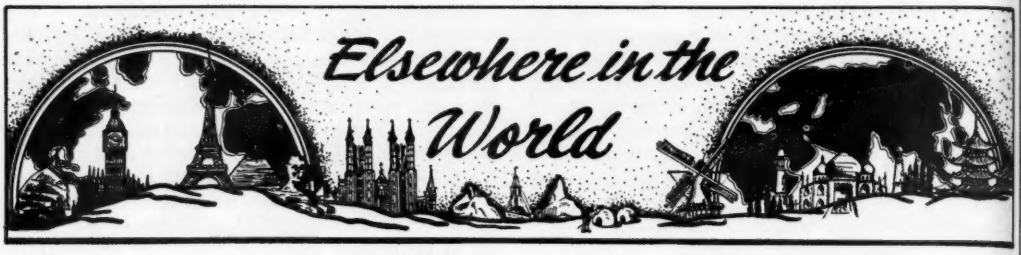
Legal requirements. Where specific standards have been established, and such organization of program content completed in the form of curriculum guides or courses of study, the procedure should include at least the minimum essentials as recommended. In localities where permissive or enabling clauses have been legislated, those responsible for the selection of activities should interpret such requirements as a stimulant to the development of as varied and wholesome a program as the conditions of the school environment will allow.

Desires of the school administration and the community. As a public tax-supported service, the schools should be cognizant of the attitudes of the community toward the curricula of the schools. In the physical education program, the practice of selecting activities in light of the philosophy of the school administration and the community is a vital method of fostering favorable public relations. In situations where the value of a certain activity, which is recommended as a part of the physical education program in light of professional research and curricular philosophy, is not in keeping with the expressed desires of school administrators and the people in the community, it becomes the task of the teacher or those connected with the program to underwrite an extensive effort toward interpreting the values of the activity in question to the public in order that the program might be acceptable to them and deemed worthy of their support.

THIS GAME OF Ggolf

"The clubs used to have such simple names as driver, brassie, spoon, driving iron, midiron, mashie, niblick, mashie niblick, and putter. Now they are numbered, presumably for the convenience of those who cannot read. The average golfer needs only one club, but seven are usually carried.

"The No. 1 wood is used to top the ball off the first tee. The No. 2 wood is used when you need a good long slice over into the next fairway. The No. 3 iron is used to hook the ball into the woods to your left. The No. 5 is used for those safe and sane dribbles straight down the fairway into a trap. The No. 9 is used for long, low, screaming drives which land 100 feet beyond the green. The No. 7 is used when you are in trouble, which is every other shot. The putter is used for overshooting, undershooting, rimming the cup, and is ordinarily used to play the last six shots on every hole." (Source unknown)



Edited by C. O. Jackson

Physical Education in Iraq

Mabel Lee*

IRAQ! THE MESOPOTAMIA of ancient days! The Land of Shinar of the BOOK OF GENESIS! What events, what names these words bring to mind. Noah and his Great Flood, the first event of recorded history; Kish, the first city built after the Flood; the Tower of Babel; the hanging gardens of Babylon; Hammurabi, who lived hundreds of years before Moses and gave the world the oldest known code of laws; Sennacherib in his chariot returning triumphant to Nineveh; Queen Semiramis; Nebuchadnezzar and his monumental Procession Street; Belshazzar and the handwriting on the wall; Xenophon and his ten thousand Greeks.

If you like history you will love Iraq, for here lies the grand sweep of it all from the earliest recorded events of mankind to modern day. What was one of the most backward parts of the world only forty years ago is now being quickly transformed into one of the most progressive of all Arab lands—this modern Iraq! Seventy per cent of all oil royalties are being poured into her Development Board to be spent for schools, hospitals, roads, government buildings, dams, irrigation projects, agriculture—in fact anything for the good of the people. Young people are being sent to foreign countries to study and experts are being brought in to help them in all fields of endeavor. Hope for the future looms large for Iraq today!

Iraq's Modern Schools

The first elementary schools of this modern day came into existence in 1913, the first secondary schools in 1920, the first teacher-training schools in 1925, and the first college in 1945. These schools were all fashioned by the British during their protectorate of Iraq following World War I. On the whole the schools are quite good considering the terrific shortage of properly qualified teachers and the inadequacies of facilities and equipment. These deficiencies are being remedied rapidly. Physical education is a requirement in the schools along with Arabic, English, chemistry, physics, mathematics, biology and geography. They do not sacrifice the important fundamentals for the new philosophies as we do in too many of our schools in America.

From the many Arab girls I talked with who look forward to a college education with a major in chemistry or some like science, I discovered a great chasm in the field of educational interests between Arab girls and American girls, for it is rare indeed to find an American college girl who does not abhor the thought of taking even an elementary course in chemistry, let alone specializing in the subject.

A National Directorate of Physical Education

In the Ministry of Education there is set up a Directorate of Physical Education with headquarters in Baghdad. The present Director is Mr. Akram Fahmi, who, a graduate of Iraq's Military College, received his professional training in Sweden. He speaks several languages fluently. Last fall he made a three-month tour of the United States under the auspices of our State Department and at that time many of our professional workers had the

Photo by Antran Studio, Baghdad.

Baghdad School Girls in a public demonstration of Rhythmic Exercises.

* Dr. Lee, emeritus professor from the University of Nebraska, writes of her impressions on a recent visit in the Far East on a Fullbright.

pleasure of meeting him. All attest to his charming manners, his good sense of humor and his great friendliness. He saw his first American League baseball game in Kansas City and during the game was introduced to the people in the grandstands as a visitor from Baghdad and was invited to say a few words to the crowd over the loud speakers. It was a great disappointment not to have an opportunity to chat with him at the conclusion of his trip in order to get first-hand his impressions of America and our physical education work as he saw it.

He was building well for Iraq. In the past two years he has started a Physical Education Institute to train young men of Iraq to teach in our field and he has been instrumental in sending a group of young men to the United States to study in several of our leading schools. There were eleven here during the school year 1955-56. Also, he has established specialization in physical education in the Girls' Elementary Teacher Training College in Baghdad to pepare women teachers. Next will come preparation for teachers in secondary schools.

In spite of the terrific lack of teachers properly qualified to teach and the lack of adequate facilities, there is much good physical education work being carried on in the schools, not only in Baghdad but also in the other large cities and in many villages. Most of the play courts I saw there had very poor, uneven, broken and frequently obstructed surfaces. We in America would refuse to have class work on such surfaces, considering them serious safety hazards, but Iraq children play on them with surprising safety, having great fun and much activity. By now, Iraq's vast oil royalties are providing new schools and new physical education facilities. Not only are new playing fields and stadia being built, but modern swimming pools as well. What a blessing they will be in that hot climate!

Photo courtesy Ministry of Education, Iraq.

King Feisal II congratulates a winner. (At the King's left is Mr. Akram Fahmi, Director of Physical Education, Ministry of Education, Iraq.)

Boys play basketball, volleyball and soccer. Soccer, as in all countries influenced by the British, is *the* sandlot game of all Iraq boys. Also, they do a lot of Swedish calisthenics in the schools, and the girls do much rhythm work and play excellent volleyball. Their closing tournaments of the year are great social events and invitations are eagerly sought. British influence or their own Arab idea? I never found out. At any rate, the English form of rhythms and gymnastics is quite prevalent there for girls, no doubt due to the fact that there have been in recent years a few English women physical education teachers in Iraq. Also, the one woman in all of Iraq who has been what we in America would call "professionally trained" in our field, Miss Huda Searty, obtained her training in England. An unusually fine teacher, she has brought much enthusiasm and energy to her work. She is typical of the many modern young women in Iraq who swim and play tennis and belong to the Royal Sporting Club, who do not wear a veil, and who come and go almost as freely as do "career" women in our own country. With her intelligence, charming manners, good looks, keen sense of humor, and chic appearance in European dress, this young woman would easily be a favorite on any American college campus.

While in Baghdad, I found great interest among the local people in American square dancing. It seemed that everyone wanted to learn to do it. Beseeched by two colleges that have women students and by all secondary schools for girls to teach it to them, I had, in granting their wish, the most hilarious and interesting experience of my life what with language difficulties, Moslem customs, and their total unfamiliarity with this form of dancing. But the dancing came along very well. They loved it. Mr. Fahmi tells me that they are still doing the few squares I taught them three years ago.

All scouting and camping activities are placed under the management of the National Director of Physical Education. They have many Boy Scout and Girl Guide groups patterned after the British forms.

Hope in a New Day

The next few years can bring rapid progress to Iraq educationally as well as economically and socially. The peoples there are on the threshold of an awakenjng that may place the "Land of Shinar" back on the high pedestal it once occupied in the cultural and intellectual world. Iraq still has much of value to give the world! May all her people quickly learn the ways of democracy and cooperation! Physical education is a great tool in teaching democracy, tolerance and cooperation. And Iraq has an excellent start in this area of modern education!

Edited by Harry Grabner

The guest caller for this issue is Peggy Steig, a teacher of physical education at Ohio Wesleyan University where she teaches folk and square dance classes, and calls for high school and community groups.

Miss Steig belongs to several square dance clubs in the area and has learned many new dances through meeting with these groups. Most of her calling has been influenced greatly by participation in Western Square Dancing at Holiday Hill, Delaware, Ohio.

The square dances which are found in this section have been enjoyed greatly by college men and women in their beginning dance classes. Although these dances originated from Western style callers they are being universally used by both Western and Eastern style square dancers.

They are simple singing calls but because of their popularity they can be called many times, adding advanced breaks for the more highly skilled dancers in your group. In some classes, beginning dancers have been able to "try their hand" at calling, using these particular dances.

As in any activity, a varied program tends to create more interest and enjoyment. The mixers which are included in this lesson are simple to execute but are enjoyable because of the rhythm and melody of the music.

Every lesson should have some type of mixer or couple dance which the dancers may enjoy.

McNAMARA'S BAND

By Walt Byrne, Altadena, California

Singing call: Windsor No. 7103
Formation: 4 couple square
Opener, break and closer:
Everybody swing your honey, swing 'em high and low
Allemande left with your left hand, and around the ring you go
It's a grand ol' right and left, then you take your lady's hand
And promenade around the ring, to McNamara's band.
Figure:
Now the first ol' couple lead to the right and circle to the north
(Circle four hands to the left.)
And when you get through circlin', you balance back and forth . . . Hey!
(All rush to the center with hands raised and shout "Hey.")
Take your corner by the right and turn the lady around
Turn your partner by the left, and circle around the town.
(All drop hands, face corners, take corner with right hand and walk completely around until you are facing your partner. Release corner and turn partner as in turning around at end of a chain figure. All join hands and circle left again.)
Pick up the next ol' couple and you circle to the north
(Circle in a ring of six.)
When you get through circlin', you balance back and forth . . . Hey!
Turn your corner by the right and turn the lady around
Turn your partner by the left and circle around the town.
Pick up the last old couple and you circle to the north
(Circle in a ring of eight.)
When you get through circlin', you balance back and forth . . . Hey!
Take your corner by the right and turn the lady around
Turn your partner by the left and circle around the town.
Repeat figure with second, third and fourth couples, using the opener as a break between each figure.

HURRY, HURRY, HURRY

As called by John Rowlands

Music: Hurry, Hurry, Hurry
Formation: 4 couple square
Introduction:
Swing your corner lady, boys, swing her once around,
Swing the next girl down the line, watch her turn,

Go back home and swing your own, swing her once around
Then you promenade that pretty girl back home.

Figure:
First couple lead to the right and circle four
Leave her there, go on to the next and circle three,
Take that couple on to the next and circle five hands round,
Then leave those four and join the line of three.
(Join partner, two lines of four facing.)
Now it's a ladies chain across the hall, but don't return.
Ladies chain right down the line, just watch 'em churn,
(Chain with the couple in your line.)
Ladies chain across the hall, don't let 'em roam,
Now chain the line and take your partner home.

Break:
Allemande left with the old left hand and around the ring you roam,
It's a grand old right and left, boys, on a heel and toe.
And when you meet your partner, remember, it's a do-sa-do,
Then you promenade that pretty girl back home,
I said you promenade that pretty girl right back home . . .
Repeat figure and break three more times.

TENNESSEE MIXER

Originated by Harry and Dia Trygg,
Tucson, Arizona

Music: King; Tennessee Wig Walk
by Bonnie Lou or any good schottische

Starting Position: Right hand star, Men facing clockwise; ladies facing counter-clockwise. Both partners start on left foot

Measure:

1– 2 Point forward, point sideward (weight maintained on right foot) Grapevine step to change sides (step behind on 1, side on R and forward on 1. Weight is now taken on the left foot. Partners are still facing one another but have changed to a left hand star.)

3– 4 Repeat measure 1-2 with opposite foot and returning to the right hand Star.

5– 6 Right hand star around with quick steps, L.R.L. and brush R, then R.L.R. and brush L to complete the turn facing in the original direction.

7– 8 Pass the next with the same quick steps (L,R,L. Brush) leave partners with men continuing the same direction. Meet a new lady in R hand star to repeat.

TETON MOUNTAIN STOMP (Mixer)

Originated by Doc Alumbaugh.
This variation by John Rowlands.

Music: Windsor 7615, Teton Mountain Stomp
Starting position: Large circle, men on inside, ladies on outside, partners facing one another. Join both hands.
Directions are described for men.

Measure:

1– 4 Step to left side on left foot, close R foot to left; step left to side, stomp R foot beside L but leave weight on left foot. Repeat this action starting on R foot.

5– 8 Step to left on left foot, stomp R foot beside left; step to R on right foot and stomp left foot beside R.
Walk, two, three, four (In side by side position, moving counter clockwise)

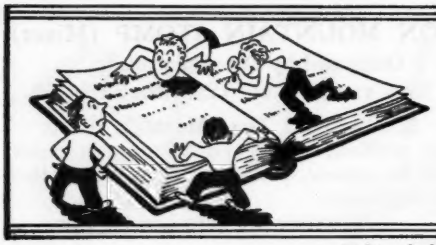
9–12 Ladies continue walking forward (4 steps)
Gents turn to walk backward in the same counter clockwise direction (4 steps)

13–16 Ladies continue walking forward (4 steps)
Gents walk forward and passes original partner on to meet a new partner.
Do a buzz swing to the end of the phrase.
Repeat entire dance.

IF YOU KNEW SUSIE

Music: Macgregor 682-A (with or without calls.)
Join your hands with Susie
Circle left with Susie
You circle to your right, the other way around
Swing so classy with your fair lassie
Allemande left and a grand ol' right and left around
You meet Miss Lucy now here comes cousin Kate
Just meet your little honey boys and take her by the hand and promenade eight
Promenade with Susie, go home with Susie, oh, oh, what a gal.

Figure:
Head couples bow you two, now do a right and left thru
Turn 'em twice around, Sides right and left thru
Four little ladies chain a ¾ chain
You all join and circle to the left go around the ring
You do-sa-do your corner lady one time around
Go back home and swing your baby, lift her feet off the ground
You promenade with Susie, go home with Susie, Oh, Oh, what a gal.
Repeat with head couples again
Repeat opener for break
Repeat with side couples
Repeat opener for the ending



BOOK Reviews

Edited by K. W. Bookwalter

American Academy of Physical Education, *Professional Contributions, No. 4*, Washington, D. C., American Association for Health, Physical Education, and Recreation, November, 1955, $1.50.

This volume contains the papers and some of the reports presented at the 1955 annual meeting of the American Academy of Physical Education. Included are the following papers: "A National Survey of Health and Physical Education for Boys and Girls in High Schools, 1950-54," by Karl A. Bookwalter; "This I Believe," by Ruth Evans; "Sports Appreciation—A Neglected Frontier," by C. O. Jackson; "A 1955 Look at Health Education Philosophy of Thomos O. Wood," by Bernice Moss; "The Accreditation of Professional Preparation in Physical Education," by Carl Nordly; "Sanitary and Satire," by Delbert Oberteuffer; "Physical Education in the Program of General Education," by Harry Scott; and "Research in Physical Education and Implications for Methods," by Gladys Scott. Some excellent thought-provoking material is available in this publication.

CAROLYN W. BOOKWALTER.

BOOKWALTER, KARL W., and BOOKWALTER, CAROLYN W., *Fitness for Secondary School Youth*, Bulletin, 40:218, March, 1956, National Association of Secondary School Principals (National Education Association), Washington, D. C., $1.50.

This volume, also published in book form by the American Association for Health, Physical Education, and Recreation, gives an overview of the total program for fitness in a secondary school.

The physical, emotional, mental, and social needs and characteristics of junior and senior high boys and girls are outlined. An over view of what is known about fitness through recent research is also covered.

A detailed overview of the purposes, activities, methods, and evaluation of the regular program is given. The relationships of the adapted-restricted, intramural, co-recreation, and interschool athletic programs to each other and to the service program are pointed out.

Recreation and outdoor education as a school responsibility are accompanied with examples of good efforts in these directions.

The school health program, its purposes, policies, and activities are elaborated in some detail.

A list of criteria for secondary school programs includes policies on program, leadership, supplies, and equipment, and facilities.

KARL W. BOOKWALTER.

BORROWMAN, MERLE L., *The Liberal and Technical in Teacher Education*, New York, Bureau of Publications, Teachers College, Columbia University, 1956, pp. 245, $5.00.

Modern life is out of joint. Education has been turned to in anger, faith, or determination. However, our leaders are not in agreement as to how our problems are to be solved.

Education, paradoxically, has been vulnerable to two excesses, static and fadist curricula. The perspective to balance these excesses is history. We must harmonize the liberal versus the technical controversy. There is presently a lack of ability of the proponents to communicate. We have acted on bias *not* basis.

General education purports to inculcate intellectual skills—(Hutchins—great books approach; Bestor—training; Dewey—intelligence in total situations, activity centered as at Stephens College, and problem centered), and professionalized general education.

The academy, the common school, the normal school, teachers colleges, and liberal arts colleges, and universities have all played their part in this dualistic approach to professional education.

The new educational approach in teacher education had its inception in the period 1895-1930. The modern emphasis upon greater amounts of general education was born 1930-1952. Teachers must be both liberally and technically competent.

KARL W. BOOKWALTER.

FAIT, HALLIS F., (ET. AL.), *A Manual of Physical Education Activities*, Philadelphia, W. B. Saunders Co., 1956, 310 pp., $4.00.

Four experienced college leaders pooled their efforts in providing a manual for college physical education classes for men and for women. It is written for the student.

An introduction to physical education, its needs and purposes begins the text. Fundamental skills of movement are next elaborated. The activities,

constituting the body of the text, include archery, badminton, basketball, bowling, casting, dance, fencing, field hockey, football, golf, handball, recreational games, skiing, soccer, softball, speedball, squash racquets, swimming, table tennis, tennis, touch football, track and field, tumbling-gymnastics, trampolining, volleyball, weight lifting, and wrestling.

For each activity a brief history, description of the sport, equipment, techniques, rules and strategy, practice guides and bibliography are included. New type tests have been formulated for the activities and conclude the text. Drawings, diagrams, and pictures embelish the textual material.

This is a splendid college text.

KARL W. BOOKWALTER.

TRIEB, MARTIN H., *Handbook of Couple Dances*, Los Angeles, Martin Trieb, 1954, 227 pp. $1.60.

Couple dances such as marches, one-step, two-step, polkas, slow and fast waltzes, mazurkas, gavottes, and schottisches are classified according to the rhythm of the music which is basic to the movement.

The dances are grouped under each rhythmical classification as easy, average, or difficulty under each group.

Couple dances selected for the handbook were chosen on the basis of: being enjoyable and interesting for the participants, providing them with new experiences, including a variety of types of couple dances, local appeal and for all age groups.

A glossary of terms introduces the subject and is followed by dance positions, formations, and abbreviations used in the body of the handbook.

Along with the many dances, records are listed that have proved useable.

The handbook concludes with a number of mixer dances.

PERRY LEFEAVERS.

VANNIER, MARYHELEN, *Methods and Materials in Recreation Leadership*, Philadelphia, W. B. Saunders, 1956, 288 pp. $4.25.

This book provides a preface to recreation opportunities both for the recreation leader and for the recreation participant. It covers a wide range of program activities with the intention of giving a thumbnail survey of ideas for leisure-time use.

Part One deals with a brief summary of the challenge provided by large amounts of leisure time in our society today. *Part Two* includes remarks on leadership techniques and qualities of successful leaders plus a checklist by which the prospective recreation leader can evaluate his leadership skills.

The remaining pages are devoted to program ideas which run the gamut from music and dance, suggestions for camping trips, nature lore, dramatic stunts to materials for special age and interest groups or clubs. An *Appendix* offers a suggested interest finder for use with recreation groups in communities, lists of publications on recreation, and a bibliography of pertinent films.

JANET MACLEAN.

WALKER, HERBERT, *Health In the Elementary School, the Role of the Classroom Teacher*, New York, The Donald Press Co., 1955, 228 pp., $4.00.

Health educators realize the important role of the elementary teacher in the efficient functioning of a school health program. This book meets a great need in the area of elementary teacher preparation for health. It acquaints the teacher with various health screening devices, measurement of growth, control of communicable diseases, emergency care, health instruction, and physically handicapped, mental health, and evaluation. The school administrator would also find this book most informative in developing or improving the school health program.

The outstanding features of the book are a glossary of terms, a source list of materials, and suggestions for teachers who have limited health facilities, services, or health personnel.

DONALD J. LUDWIG.

Washington Conference, *Physical Education for College Men and Women*, Washington, D. C., American Association for Health, Physical Education, and Recreation, 1955, 40 pp.

From one to five pages are devoted to each chapter in the booklet. The contributions which physical education may make to the general program of higher education are given. Also, given are the characteristics and needs of college-age students, principles for program planning, administrative and guidance, and evaluation. Most of the statements are general in nature and frequently in the form of principles.

Minutes of the general sessions of the conference are given. Also listed are the committees and personnel of the conference.

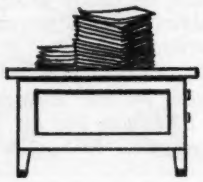
CAROLYN W. BOOKWALTER.

DOES THIS FIT?

There are a number of us creep
Into this world to eat and sleep;
And know no reason why we're born
Save only to devour the corn,
Consume the cattle flesh and fish,
And leave behind an empty dish.

And if our tombstone when we die
Be not taught to flatter and to lie,
There's nothing better could be said
Than that we've eaten up our bread,
Drunk up our drink, and gone to bed.

—Isaac Watts



Recent ARTICLES

Edited by K. W. Bookwalter

"Aeck of a Building," *Sports Illustrated* 4;22:54, 55, May 28, 1956.

Georgia Tech is building an unusual basketball arena. It will be a dome-shaped structure. Unobstructed sight lines will be possible from all seats. The cost is expected to be one million dollars. Approximately seven thousand spectators will be accommodated for games.

The building will be approximately 270 feet in diameter. A 25 foot excavation will permit pouring of concrete for seats without wooden forms and there will be no tiers or ramps. Spectators will have access to the building from all sides.

CAROLYN W. BOOKWALTER.

ALLEN, IDA BAILEY, "Food After Forty," *Today's Health* 34;6:32-35, 54-59, June, 1956.

High protein foods and milk should serve as the basis for meals after 40 years of age unless a special diet is recommended by a physician. Fewer calories are needed during this period of life than earlier. Plenty of liquids (a minimum of 4-6 cups) should be included daily. Fats should be limited and amounts of starches and sugars should be reasonable.

A substantial breakfast is suggested as a necessity. Lunch and dinner should be eaten leisurely if possible. Lunch should be light and followed by a walk if possible. It is recommended that people from 70 to 80 years of age should have their heavy meal at noon.

CAROLYN W. BOOKWALTER.

AVEDISIAN, CHARLES T., "No Pool in Your School," *Journal of Health—Physical Education—Recreation*, 27:5, May-June, 1956, p. 28.

Many schools claim they can't teach swimming because they have no pool. (A national survey recently disclosed that high school swimming programs were only 5 per cent effective.) As vitally necessary as swimming is the schools can't afford to leave to chance, this skill. Community or agency pools must be surveyed to determine how they may be utilized by the school program. Agencies are cooperative and community pools are certainly a resource.

The program should be geared to the *non-swimmer*. Hence instruction, *not* recreation should be the purpose. The program should be an integral phase of the required physical education program and should lead to American Red Cross certificates.

KARL W. BOOKWALTER.

BOOKWALTER, KARL W., "A National Survey of Health and Physical Education for Boys," *American Academy of Physical Education, Professional Contributions, No. 4*, American Academy of Physical Education, 1201 16th Street, N.W., Washington 6, D. C., November, 1955, pp. 1-11.

This is a brief report of the personal visitation of 2,648 high schools in 25 states by over 30 researchers. The evaluative instrument in each case was the *Health and Physical Education Score Card, No. II*.

Nationally the schools averaged about 28 per cent of possible. Texas, Illinois, Indiana, and Michigan ranked highest in that order. Nebraska, Oklahoma, Arkansas, and Tennessee were the lowest four states studied.

Accreditation, school size, and town size are the variables most related to total score.

Norms are included by means of which schools may compare their own scores with the national group.

In the ten areas of the score card the two highest are organization and administration (44%) and athletics (42%). The two lowest areas are remedial work (4%) and swimming (58%). The class program itself is third from the bottom. Norms are given for eight of these areas also.

No item averages above 2.43 and 25 items were below .50 when 3 points are perfect.

KARL W. BOOKWALTER.

JACKSON, C. O., "Sports Appreciation—A Neglected Frontier," *American Academy of Physical Education—Professional Contributions, No. 4*, pp. 18-26. 1955.

With all our efforts at improved instruction in physical education we have neglected sports appreciation at all levels. This term refers to "understanding and recognizing the value or worth of the many sports we engage in . . . or experience vicariously."

Sports occupy a vital place in the national picture. Teachers, participants, and spectators are in the many millions. Like health we recognize the need, but do little about it. Appreciation courses exist in the arts or even in history or engineering, but few in physical education. Sports are even world wide in their ramification.

We need to expand our libraries and cause our students to read about sports. Our exchange scholarships are a move in the right direction. Beginning in the high schools we must place a special emphasis upon this need so that more discriminating readers and more informed spectators will result.

KARL W. BOOKWALTER.

MILLER, BEN W., "What is Professional Advancement," *Journal of Health—Physical Education—Recreation,* 27:5, May-June, 1956, p. 11, 47, 60.

There are two aspects of professional advancement, individual motivation and group stimulation. Both are indispensable. In the objectives of major professions are action verbs, as foster or stimulate. There are next, words indicating the goals for such action such as, cooperation, improvement, standards, programs, service, and scholarship.

Professions have many characteristics in common such as action self-initiated, focus on service, broad philosophy, democratic procedures, use of all resources, continuity of action, emphasis on standards, mass effort, emphasis on public relations.

Some obstacles to our profession are: low pay, stepping stone to other endeavor, lack of pride, no code of ethics in application, lack of unity, poor public relations, lack of long range planning, little self-confidence, and pursuit of false goals.

Professional advancement of members is a chief goal and in-service education is essential. This is done *by* people not *to* people. More knowledge is not enough. Individuals in a profession must be loyal, live up to agreements, sensitive to problems, proud of his profession, have appropriate aims and methods, be geared to change, find joy in the act not the praise, and have a sound personality.

We are approaching the goal of having a profession.

KARL W. BOOKWALTER.

MORRIS, VAN CLEVE, "Physical Education and the Philosophy of Education," *Journal of Health, Physical Education and Recreation,* 27:3, March, 1956, pp. 21, 22, 30, 31.

This article develops five distinct, historical definitions of man and the role physical education plays in each. The historical definitions of man are: 1, Man is a rational animal; 2, Man is a spiritual being; 3, Man is a receptacle of knowledge; 4, Man is a mind which can be trained by exercise; and 5, Man is a problem-solving organism.

The ultimate of this article is, that through these historical definitions of man, the educated body, in our time, is a highly valued possession. If such a possession is the desire of an individual, it is up to the school to show his need to receive instruction in the education program.

JOHN B. HODAPP.

"Proposals of Federal Aid to College Students," *School Life,* 38;8:10-12, May, 1956.

The 1956 Congress has entertained more proposals for providing college scholarships and student aid than any previous Congress. Four loan bills have been proposed to allow borrowing of $1,000 to $1,500 a year *without interest* or a *3 per cent interest.* Three grant bills have been proposed to grant students from approximately $800 to $1,900 a year. Two bills have been proposed to aid medical and dental students. Four bills for aiding science students and two bills for students of public health and nursing have also been proposed.

CAROLYN W. BOOKWALTER.

"Public School Enrollment by Grades, 1953-54," *School Life,* 38;8:8-9, May, 1956.

The school enrollments for elementary and secondary grades are given by state and by regions Northeast, North Central, South, and West. Enrollments are also given for the outlying parts of the United States. A total of 28,836,052 elementary and 6,290,245 high school children were counted during the year 1953-54.

The South has the greatest number of elementary (8,135,312), and high school (1,879,252) children. The other regions following in order are: North Central (elementary—8,135,312, and high school—1,879,252); Northeast (elementary — 6,281,139, and high school — 1,454,241); and West (elementary—4,140,333, and high school—904,601).

CAROLYN W. BOOKWALTER.

SIDAM, RUTH NEWBURN, "The Kissing Disease," *Coronet,* 40;2:134-136, June, 1956.

Infectious mononucleosis (glandular fever) is common among young adults and rare among other age groups. The transfer of the disease from one person to another baffled medical experts for years. However, it has been indicated through case histories and observations of cases that the disease is transmitted by transfer of saliva. Case histories have revealed that, frequently, young adults who have been involved in amorous episodes have developed the disease.

Mononucleosis may be transferred during the incubating, active or post-active stages. Some persons may retain the virus for a long time after being infected.

CAROLYN W. BOOKWALTER.

The trouble with the world is that the stupid are so cocksure and the intelligent so full of doubt.

(Source unknown)

Who's Who in the Profession

Edited by K. W. Bookwalter

PATTRIC RUTH O'KEEFE was born in Dighton, Kansas, July 17, 1902. She received the B.S. degree from Kansas State College in 1922, the M.A. degree from the University of Missouri in 1933, and the Ph. D. degree from the State University of Iowa, in 1942.

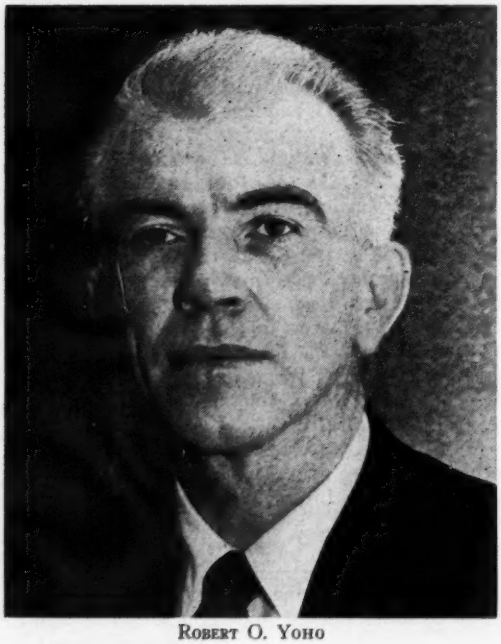
Dr. O'Keefe is Director of Health and Physical Education in the Kansas City Public Schools. She has served as consultant for several educational workshops, and for the National Dairy Council, as well as a visiting lecturer for several colleges and universities.

She has been vice-president for the Division of Health Education, AAHPER; convention manager for the national meeting of the AAHPER; convention manager for the Central District; president of the Central District; chairman of various sections of the Central District and the American Association for Health, Physical Education, and Recreation; representative of the Board of Education of Kansas City, Missouri to various organizations; president of the Council of Administrative Women in Education; member of the Board of Director's of the Women's Chamber of Commerce; and is president-elect of the AAHPER.

Dr. O'Keefe is a member of Kappa Delta Pi, Pi Lambda Theta, Delta Kappa Gamma, and Sigma Sigma Sigma. She received the Honor Award from the AAHPER recently.

Dr. O'Keefe has contributed many articles to the literature in the fields of health and physical education. She served as co-editor of the First Yearbook of the AAHPER, and as associate editor of the Journal. Dr. O'Keefe was also co-author of several texts in health and physical education, and senior author of the John C. Winston Company's 1954 Health and Safety Series for Grades 1-9.

PATTRIC RUTH O'KEEFE



ROBERT O. YOHO

ROBERT O. YOHO was born in Solsberry, Indiana on September 29, 1913. He received the A.B. degree in 1934, and the M.A. degree in 1939 from Indiana University.

He has served as president of the State Directors of Health Education of the American Public Health Association; president of the Society of State Directors, 1953; president of the Indiana Health Council, 1955; chairman of the Governor's Conference on Recreation in 1947-49 and 1954-55; chairman of the Yearbook Committee of the American Association for Health, Physical Education and Recreation; and is presently vice-president for Health Education in that Association.

He has received the Honor Award from the Indiana Association in 1951; the Distinguished Service Award from the Governor's Conference on Recreation, in 1954; the president's Certificate from the Society of State Directors in 1954; and service citations from the American Medical Association in 1950, and the American Dental Association in 1954.

Mr. Yoho has contributed numerous courses of study as well as pamphlets and articles to the literature of the fields of health and physical education. He wrote a chapter for the Yearbook of the Elementary School Principals' Section of the National Education Association and also a chapter for the School Health Services, and a member of the Joint Committee on Health Education. Mr. Yoho was responsible for editing a section of Children in Focus, a Yearbook of the American Association for Health, Physical Education and Recreation.